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ABSTRACT

The purpose of this project was to assess the six Technical Assessment Curriculum Development (TACD) projects funded by the U. S. Office of Education in 1976, 1977, and 1978, and awarded to five institutions of higher education. Separate chapters contain the reports submitted by the University of Connecticut, Arizona State University, the University of Florida, and Wayne State University. Syracuse University did nct submit a report in time to be included in this document. The final chapter contains a summary and synthesis of TACD projects with considerations for the future. (MLF)

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TECHNICAL ASSESSMENT CURRICULUM DEVELOPMENT (TACD)

AN ASSESSMENT REPORT - VOLUME II

(TECHNICAL SUPPLEMENT)

U.S.O.E.

G007804718

September 15, 1978 - September 14, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A PROJECT

OF THE

DIVISION OF ADMINISTRATIVE AND ORGANIZATIONAL STUDIES

COLLEGE OF EDUCATION

BURNIS HALL, JR., DIRECTOR

WAYNE STATE UNIVERSITY

DETROIT, MICHIGAN

EA012521

TECHNICAL ASSESSMENT CURRICULUM DEVELOPMENT:

A RESEARCH REPORT

Developed pursuant to Contract No. G007804718 under the direction of Burnis Hall, Jr., Ed.D., College of Education, Wayne State University. Funded by the U. S. Office of Education under Title IV, Section 405 of the Education Aments of 1974 (P.L. 93-380) "Community Schools Act" for the interim period September 15, 1978 to September 14, 1979.

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PREFACE

The purpose of this project was to assess the six Technical Assessment Curriculum Development (TACD) projects funded by the U. S. Office of Education in 1976, 1977, and 1978. More specifically, the goals of this project were:

1. To describe, summarize, and synthesize the major findings of the TACD projects.
2. To assess the impact of the TACD projects at the local, state, and university levels.
3. To enumerate and describe the future thrusts for new federal Community School programs (i.e., TACD).

Competencies for seven distinctive leader roles are presented as they were identified by empirical analysis. Chapters Two through Seven provide the reader with information regarding the TACD projects' goals and objectives, methodology, findings, implications, and recommendations for further study.

RESEARCH STAFF

Administration

Burnis Hall, Jr.	Project Director

Technical Assessment Curriculum Development Project Directors

Brian P. Miller	Southwest Regional Center for Community Education Development Arizona State University
Patrick B. Mullarney	Northeast Community Education Development Center University of Connecticut
Phillip A. Clark	Center for Community Education University of Florida
Donald Tobias	Center for Community Education Syracuse University
Burnis Hall, Jr.	College of Education Wayne State University

Consultants

Eleanor Barnwell	School-Community Administrator Region One, Detroit Public Schools
William Hoth	Professor, Adult and Continuing Education Wayne State University
Ronald Urick	Professor, Administrative and Organizational Studies Wayne State University

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CHAPTER 1

INTRODUCTION

SCOPE OF THE STUDY

This study contains specific descriptions, summaries, and findings from the surveys of Technical Assessment Curriculum Development projects. The presentation is divided into eight chapters. Chapter 1 presents a description of the study methodology and procedures. Chapters 2 through 7 contain the findings, activities, and curriculum materials from the six TACD projects. Chapter 8 concludes with a summary and synthesis of TACD projects with considerations for the future.

BACKGROUND

December 12, 1975 was an important day for community educators. On that date, the Community School Act, Public Law 93-380 became effective, thereby providing an important stimulus to the Community Education movement. The Act authorized grants to Institutions of Higher Education (IHE's):

1. To train persons planning and operating community education programs in local educational agencies (TL).

2. To train persons in state educational agencies in planning and providing developmental and technical assistance to community education programs administered by local educational agencies (TS).

3. To assess appropriate training competencies needed in local and state educational agencies for the planning and administration of community education programs and existing training opportunities available with respect to community education (TACD).

4. To develop an appropriate training curriculum and training materials for the training of community leaders, administrators, related personnel, or community teams at local and state educational agencies (TACD).

In 1976, 1977, and 1978 the Community Education Program awarded a total of six community education project grants to institutions of higher education: two projects during the first year, three in the second year, and one project during the third year. Only one institution was funded for two years, so a total of five different IHE's were funded during the first three years. Currently, only limited data is available regarding the purpose, methodology, and findings related to these studies. Hence, the goals of this project were:

*To describe, summarize, and synthesize the major findings of the Technical Assessment Curriculum Development projects (TACD).

*To assess the impact of the TACD projects at the local, state, and university levels.

*To enumerate and describe the future thrusts for new federal Community School programs.

DATA COLLECTION PROCEDURES

Three procedures were used to collect data: in-depth personal interviews with a questionnaire, site visits, and analysis of major findings in each project's final report.

The primary purpose of the questionnaire was to obtain descriptive information on the organizational and operational aspects of the projects, but project directors were also asked: 1) to provide their assessments of the impacts of their project; 2) whether the community education project was still operating; and 3) what suggestions they might have for improving federal grant policies and procedures.

The purpose of the four TACD site visits was to obtain more information regarding both operations and effects than could be collected through questionnaires and the reading of final project reports. At each site the investigator interviewed the project director and/or associate director.

Data in the projects' final reports provided: a) the conceptual underpinnings for each study and major related study questions; b) a description of the data collection procedures and data sources; and c) major findings, activities, instruments, and curriculum materials.

All data from the questionnaire and site visits were collected between December, 1978 and March, 1979. The investigator spent up to two days at each technical assessment curriculum project. Data were analyzed with frequencies and percentages.

In summary, all four TACD project directors completed a multi-page questionnaire, and the investigator visited the following institutions of higher education:

* Arizona State University, Southwest Regional Center for Community Education Development, Tempe, Arizona
* Syracuse University, Center for Community Education, Syracuse, New York
* University of Connecticut, Northeast Community Education Consortium, Northeast Community Education Development Center, Storrs, Connecticut
* University of Florida, Center for Community Education, Gainesville, Florida
* Wayne State University, College of Education, Administrative and Organizational Studies, Detroit, Michigan

STUDY LIMITATIONS

The results of this study are necessarily limited because:

1. The data was based on assessment of six technical assessment curriculum development projects.
2. Project directors and/or associate directors were the major source of data on project activities, operations, and impact. Their perceptions may be biased, understandably.

DEFINITION OF TERMS

Competency

A competency defines the ability needed to accomplish a specific task at a satisfactory level of performance. To be competent is to possess enough knowledge and skills to meet specified demands of the profession.

Community Education

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school or some other agency to serve as a catalyst to bring community resources to bear on the community problems. (Minzey and LeTarte)

CHAPTER 2

COMMUNITY RESIDENTS' PERCEPTIONS OF COMMUNITY LEADERSHIP COMPETENCIES IN THE NORTHEAST: A SIX STATE SURVEY OF URBAN AND RURAL COMMUNITIES

Northeast Community Education Development Center
University of Connecticut
1976 - 1977

Patrick B. Mullarney, Director
Gerard T. Indelicato, Associate Director

OVERVIEW AND SUMMARY

This investigation was designed to provide base-line data describing community leadership competencies across urban and rural variables. The intent of this final report is to review and discuss resultant base-line data in a format which serves as a guideline for curriculum specialists interested in developing academic and field-oriented community leadership training experiences.

Nine distinctive groupings of leadership competencies and 39 specific competencies are presented as they were identified by empirical analysis. The report also contains two essays which describe techniques for categorizing the nine leadership competency groupings into conceptual, human, and technical areas, consequently providing a foundation for the development of a leadership training curriculum.

Findings from the study imply that although leadership processes may differ between urban and rural community types, the competencies needed by persons in urban and rural community leadership positions are not significantly different. The sample used in this study reported that conceptual competencies are the most necessary, followed closely by human competencies and then by technical competencies.

Finally, this study provides evidence that community residents DO KNOW what competencies persons in leadership positions

are expected to possess and utilize. Such evidence indicates that curriculum design specialists should assess the desires of community residents who will be served by those persons receiving subsequent leadership training.

STATEMENT OF THE PROBLEM

The community education coordinator is a leader in the community education process. It is important, therefore, for the community education coordinator to possess leadership competencies which, when applied, result in an understanding of the community's needs, resources, and realistic alternatives for action.

Understanding communities in the Northeast is a challenge unlike that found in other geographical regions of the United States. Foelber (1976), using Minzey (1972) as a reference, asserts:

> As major sociological and demographic changes have taken place in this country, the quaint old towns and villages of yesteryear have all but disappeared . . . The historical little red schoolhouse and the town meeting have been replaced by large . . . impersonal public schools and city councils. (Foelber, 1976, p. 8)

As Foelber indicates, urban areas are expanding in the northeast. This expansion is often characterized by urban decay, suburban flight, impersonal public schools, and unwieldy bureaucratic governance structures that provide little if a representation of neighborhood concerns. The Northeast, however, retains many small towns and villages, still operates the country schoolhouse and, in many areas, rigorously protects the town meeting as an example of American democracy.

It is the Northeast, therefore, that provides an excellent "laboratory" for investigating a component vital to the quality of life everywhere--community leadership competencies.

Because of the demographic uniqueness of the region, the community education coordinator in the Northeast must ascertain community residents' perceptions about community leadership competencies in order to provide the leadership necessary for operationalizing a community education process. The study examines community residents' perceptions of the following question across urban and rural community types in six states of the American Northeast.

> How IMPORTANT is it to you that each of the listed leadership behaviors and/or activities is used by a community leader whom you have identified?

The data resulting from this study will provide information to be used as a basis in subsequent development of leadership awareness and training experiences for community education coordinators and selected community residents.

PROJECT OBJECTIVES

Listed below are the objectives of this study which will contribute information and contain implications related to the above question:

1. To identify a priority listing of leadership competencies which community residents perceive as being important to persons identified as community leaders.

2. To identify the frequency of which leadership roles are assigned to seven social position categories as defined by Hollingshead (1957, 1965).
3. To construct a statistical blueprint which identifies perceptions as they relate to the identification of the perceived use of leadership competencies.
4. To write a final report describing the competencies which a community perceives as being important to community leadership as these leaders attempt to maintain and/or develop the communities in question. This data can be used by institutions of higher education and to develop learning experiences which will be appropriate for the training of individuals responsible for the development and implementation of community education processes.
5. To conduct an outside evaluation upon completion of the project to determine whether the objectives of the project have been met. The final report, including the results of the evaluation, will be made available for wide dissemination.

METHODOLOGY

Six Northeastern states (New Jersey, Connecticut, Rhode Island, Massachusetts, Maine, and Vermont) were used as the boundary of this investigation of the extent to which selected community leaders should use identified leadership competencies, as articulated by selected community residents.

Because of the demographic uniqueness of the Northeast region of the United States, Standard Metropolitan Statistical Areas are not defined in the usual manner. To achieve the objectives of the study, therefore, it was necessary to distinguish between urban and rural communities in the Northeast, defining each for the purpose of this study as follows:

> Urban: In New England, because smaller units are used, and more restricted areas result, a population density criterion of at least 100 persons per square mile is used as the measure of metropolitan character. ("Special Provisions: Criteria Followed in Establishing Standard Metropolitan Statistical Areas," Office of Management and Budget, November, 1971)
>
> Rural: The residual category of persons not residing in urban areas. (Steahr, 1976)

The Directors of research each located in an institution of higher education, formed research teams ranging in composition from three to twelve college or university students who received identical instructions concerning instrument administration and scoring. The students, assigned to designated communities, were instructed about appropriate procedures for identifying a representative sample population for surveying.

Sample Population

Random sampling techniques were not used to identify the sample for the pilot study or the final study because of time and scheduling constraints. The interviews were conducted as partial credit for a college course; in depth community analysis and subsequent travel constraints, therefore, made true random sampling impossible.

The intended sample for the final study was 720 community citizen respondents. The total usable sample for the final study totalled 679 respondents. Table 1 displays a breakdown, by state, of respondents.

TABLE 1

REPRESENTATION OF THE SAMPLE FOR FINAL STUDY

STATE	URBAN	RURAL	TOTAL	USABLE	PERCENT RETURN
New Jersey	58	57	115	115	95.8
Connecticut	60	59	119	119	99.0
Rhode Island	55	55	110	110	91.7
Massachusetts	60	60	120	120	100.0
Maine	60	60	120	120	100.0
Vermont	56	50	106	95	79.2
	349	341	690	679	94.3

Instrumentation

The 39 articulated leadership competencies used in the final instrument were collapsed from the 77 leadership competencies articulated by Lisicich (1976). Lisicich reports her list of 77 leadership competencies are developed from "A Study of Skills of Successful Directors of Community Education in Michigan" by Kliminski (1974). Weaver's (1972) "National Study of Community Education Goals," "A Research Paper for a Film About the Community Education Director" by Ellis (1975), and from a list of competencies for the community education coordinator developed by the Institute for Community Education Development at Ball State University (1975).

Each item on the final instrument had six alternate response scales based on the "importance" of using the leadership competency being scrutinized. The scale assessed perceptions based on 39 identified competencies which were considered necessary for effective community education coordinator leadership. The alternative responses to an item ranged from "Of Very Top Importance" to "Don't Know." The respective "importance" rating scores were compiled by converting the responses to the following numerical values: Of Top Importance = 5, Of Great Importance = 4, Of Medium Importance = 3, Of Low Importance = 2, Of No Importance = 1, Don't Know = 0.

SUMMARY OF MAJOR FINDINGS

Chi-Square Analysis for Community Type (Urban/Rural)

The final study sample was composed of 679 respondents; 338 urban, 341 rural, 600 white respondents (88%) and 78 non-white respondents (12%). The respondents, urban versus rural, were significantly different on the variable sex/race. The urban/rural respondents were not significantly different, however, on the variables of educational and income levels.

Leadership Roles

One objective of this study requires identifying community residents' perceptions of those leadership roles (defined in this study as social positions) held by perceived community leaders. Each respondent selected one person in the community who accepts leadership responsibilities for meeting community needs. Each respondent was then asked to record the name of the position held by the specified community leader. Each position recorded was assigned to one of seven possible social position categories, using the criteria (Hollingshead, 1957)* summarized as follows:

CATEGORIES USED TO ASSIGN PERCEIVED COMMUNITY LEADERS TO SOCIAL POSITIONS

1. Higher Executives, Proprietors of Large Concerns, and Major Professionals
2. Business Managers, Proprietors of Medium Sized Businesses, and Lesser Professionals
3. Administrative Personnel, Small Independent Businesses, and Minor Professionals
4. Clerical and Sales Workers, Technicians, and Owners of Little Businesses

5. Skilled Manual Employees

6. Semi-skilled Employees

7. Unskilled Employees

Chi-square analysis of perceptions by community type (urban/rural) versus the social position assigned to each identified community leader resulted in a significant difference beyond the .05 level.

Factor Analysis of Competency Items

An exploratory factor analysis was conducted in order to determine the psychological dimensions articulated by the final study survey instrument. A principle component analysis with an oblique solution was employed. The major purpose of this analysis was to reduce the 39 items in the final study survey instrument into a smaller number of psychological, meaningful clusters which could be more easily interpreted for implications related to curriculum development in leadership training. Table 2 displays the item number, item stem, and factor loading for each of the nine factors which emerged. Only items with a loading in excess of .40 were considered. The items with the highest loadings were principal considerations in naming each factor. A summary discussion of Table 2 is presented on page 25.

TABLE 2

ITEM NUMBER, ITEM STEM, AND FACTOR LOADING
FOR EACH OF IX FACTORS

FACTOR I: PROBLEM SOLVING ABILITY

Item Number	Item Stem	Loading
12	To assist community residents in realizing a feeling of personal power that helps them to risk change and take responsibility.....	.47
13	To expand a community's understanding of the social and political forces that operate in their community and other communities	.46
14	To organize people in teams to meet community needs.....	.41
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.51
16	Gets different agencies and offices to work together to meet community needs.....	.47
22	Helps community residents learn ways to solve problems	.68
23	Helps others see their problems in ways that their problems can be solved	.76
24	To assist community members to learn problem solving techniques.....	.79
25	Helps community residents check on how well programs are solving community needs.....	.73
26	Plans and directs ways to check on how well programs are solving community needs, so that programs can be improved and needed changes made.....	.57
28	To encourage staff suggestions and criticisms.....	.46

TABLE 2 (cont.)

Item Number	Item Stem	Loading
	FACTOR II: DEMEANOR	
27	Uses patience, understanding, consideration, courtesy.....	.69
28	To encourage staff suggestions and criticisms.....	.53
30	Can criticize the ideas of a group without anyone thinking that a particular person has been criticized.....	.42
32	Is able to stay calm and keep personal control in the face of conflict and pressure.....	.58
33	Manages time so that all jobs get done when planned.....	.55
39	Accepts criticism in a way that he/she can improve.....	.53
40	Handles unexpected problems and solves them as best as possible...	.62

TABLE 2 (cont.)

FACTOR III: BUDGETING AND SUPERVISORY COMPETENCIES		
Item Number	Item Stem	Loading
7	Finds and trains good workers who can contribute to community well-being	.41
9	Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community needs can be clearly presented	.46
17	Has knowledge of money that is available in local, state, and federal agencies.....	.79
18	Directs the use of a budget designed to meet community needs...	.83
19	A knowledge of supervision of facilities, activities, and personnel in community programs..	.49
26	Plans and directs ways to check on how well programs are solving community needs, so that programs can be improved and needed changes made.....	.56
28	To encourage staff suggestions and criticisms.....	.43

TABLE 2 (cont.)

FACTOR IV: NEEDS ASSESSMENT COMPETENCIES		
Item Number	Item Stem	Loading
1	After determining what a community needs and/or wants, he/she is able to decide which items are the most important and which items can wait for action.....	.68
2	Finds out the values and feelings of people from different races, nationalities and incomes.....	.61
3	Knows different ways to find out what the community NEEDS.....	.54
4	To continually survey the attitudes, needs, wants and problems of the community.....	.67
5	Finds resources which can be used by the community now and in the future.....	.52
13	To expand a community's understanding of the social and political forces that operate in their community and other communities.....	.41
20	Helps the community people to set and to reach goals which will meet the needs of the community.....	.47

TABLE 2 (cont.)

FACTOR V: PROMOTING FEELINGS OF IMPORTANCE IN COMMUNITY MEMBERS		
Item Number	Item Stem	Loading
10	Makes community people feel important because they have available knowledge which can be used to meet community needs.....	.70
11	Gets people to accept new ideas and to change.....	.64
12	To assist community residents in realizing a feeling of personal power that helps them to risk change and take responsibility.....	.74
13	To expand a community's understanding of the social and political forces that operate in their community and other communities.....	.54
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.47

TABLE 2 (cont.)

Item Number	Item Stem	Loading
	FACTOR VI: GROUP ORGANIZATION AND COMMUNICATION COMPETENCIES	
3	Know different ways to find out what the community NEEDS.....	.48
5	Finds resources which can be used by the community now and in the future.....	.54
7	Finds and trains good workers who can contribute to community well-being.....	.58
8	Appears before different groups of people and clearly presents ideas for meeting community needs..	.70
9	Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community needs can be clearly presented.....	.55
14	To organize people in teams to meet community needs.....	.58
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.51
16	Gets different agencies and offices to work together to meet community needs.....	.60
36	Believes that the community CAN be a better place to live.....	.42

TABLE 2 (cont.)

FACTOR VII: ORGANIZATION LEADERSHIP COMPETENCIES		
Item Number	Item Stem	Loading
14	To organize people in teams to meet community needs.....	.40
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.45
19	A knowledge of supervision of facilities, activities, and personnel in community programs.....	.65
20	Helps the community people to set and to reach goals which will meet the needs of the community....	.46
21	Has had experience handling leadership responsibilities in different situations.....	.48
38	Accepts responsibility for his/her actions and helps others learn how to do the same thing.....	.45

TABLE 2 (cont.)

FACTOR VIII: LEADERSHIP ATTITUDE/PRINCIPLES

Item Number	Item Stem	Loading
32	Is able to stay calm and keep personal control in the face of conflict and pressure.....	.48
34	Does not always need to be the center of attention.....	.67
35	Involves him/herself in the process of changing of the community.....	.68
36	Believes that the community CAN be a better place to live.....	.56

FACTOR IX: MANAGEMENT OF CHANGE COMPETENCIES

Item Number	Item Stem	Loading
6	Finds out who is important and powerful in the community.....	.40
29	To clearly tell what is expected for members of groups.....	.54
30	Can criticize the ideas of a group without anyone thinking that a particular person has been criticized.....	.56
31	Takes well thought-out risks in his/her job.....	.77
32	Is able to stay calm and keep personal control in the face of conflict and pressure.....	.49

A summary of Table 2 is presented as follows:

Factor I - Problem Solving Ability, suggests those competencies considered necessary for persons in leadership roles. Factor content includes such competencies as defining and recognizing problems, teaching problem solving methods, and overseeing programs designed to meet community needs.

Factor II - Demeanor, reflects item content describing outward behavior and/or conduct of persons in leadership roles.

Factor III - Budgeting and Supervisory Competencies, delineates content pertaining to a leader's ability to manage monetary issues and locate additional funds.

Factor IV - Needs Assessment Competencies, views the manner in which a community leader articulates community needs and, subsequently, organizes those same identified needs in a priority listing.

Factor V - Promoting Feelings of Importance in Community Members, presents those competencies involved in facilitating or fostering community participation in processes which result in feelings of power (the ability to accomplish change and accept risk).

Factor VI - Group Organization and Communication Competencies, relates to those competencies necessary for organizing, facilitating, and supervising group and/or interagency cooperation.

Factor VII - Organization Leadership Competencies, depicts qualities essential for leadership within groups which are organized to meet community needs.

Factor VIII - Leadership Attitude/Principles, contains competencies which reflect a leader's attitude concerning leadership principles and his/her belief in community residents' potential for self-leadership.

Factor IX - Management of Change Competencies, characterizes those competencies which allow a leader to facilitate change in the most efficient and least painful manner, through planning processes and communication efforts.

Urban/Rural Difference Testing

A series of One-Way Analyses of Variance (ANOVA) was employed to test for the existence of statistically significant differences between rural and urban community members' scores for each factor. Scores for each factor were generated by summing each individual's ratings for each variable comprising a given factor. The F ratio for each ANOVA was tested at the .05 level. The findings indicated that none of the ANOVA's were significant beyond the .05 level. It can be concluded that rural community members' ratings of leadership competencies are not significantly different from urban community members' ratings of the factors underlying the survey instrument.

Discussion of Competency Items

An explanatory factor analysis resulted in the identification of nine factors which are psychologically meaningful. The resultant factors indicate, to a curriculum design specialist, those clusters of items which should be emphasized (in a priority listing) in the development of a leadership training curriculum. Such information provides important input into a decision-making process

concerning the allocation of resources assigned to each major area of a subsequent curriculum design.

Examination of the items which comprise each factor reveal community resident respondents perceive conceptual competencies as most important to a community leader. Factor I - Problem Solving Ability, is composed of competency items representing conceptual competencies. Human competencies, as represented by Factor II - Demeanor, are reported by community residents to be of major importance to persons in community leadership positions. The technical competencies involved in Factors III-IV Budgeting and Supervisory Competencies, are rated less important to community leaders than conceptual and human competencies, but still rank in third and fourth positions among the nine factors. Factors V and VIII represent a re-emergence of the importance of human competencies. Factors VI, VII and IX represent conceptual competencies.

Review of individual competency items, which compose each factor category, indicates that several of the same items appear to contribute to the explanation of variance as identified by several factors. Item 28, (to encourage staff suggestions and criticisms) for example, is found in Factor I, Factor II, and Factor III. Although item 28 appears to load below most items in each factor (Factor I, .46; Factor II, .53; Factor III, .43), it is, nonetheless, empirically related to the items composing each of the factors respectively. It is also worthy of note that item 28 seems to be related logically to the items in each of the three factors in which it is found.

Although item 28 never receives a loading value which can be considered high enough to justify an influence in naming the factor in which it appears, it is still considered significant enough as a high frequency repeater item (3x) to become a competency which should receive emphasis in a training curriculum. Apparently, both urban and rural residents perceive a leader's ability to encourage staff suggestions and criticisms important to his/her ability to solve problems, assume an acceptable demeanor, and handle budgeting and supervisory responsibilities. Other high frequency repeaters are items 13 (3x), 14 (3x), and 32 (3x).

Implications of the Study

One of the most important implications of this study, concerning community leadership competencies, is that urban and rural community residents appear to agree on the kinds of competencies necessary for persons in leadership positions. It is, however, important to note a distinction between leadership competencies and leadership process.

Nix and Seerley (1973) are discussing leadership process when they report:

> . . . . urban communities . . . may be more likely than rural communities to show greater concern for the process approach to coordinate decision-making . . . . rural communities might be more attracted to the social planner approach (Rothman, 1970)* or the technological approach (Kaufman, 1970)** of segmentally providing, through its various agencies and organizations, the exchange needs on goods, services and facilities desired. (p. 436)

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* Rothman, J. "Three models of community organization practice." In Fred M. Cox, et al (eds.). Strategies of Community Organization: A Book of Readings, Itasca, Illinois: F. E. Peacock Publishers, 1970.

**Kaufman, H. F. Community development: a dialectic in practice and theory. Paper presented at the annual meeting of the Rural Sociological Society, Washington, D. C., 1970.

This present study implies that although leadership processes may differ between urban and rural community types, the competencies needed by persons in urban and rural community leadership positions are not significantly different. The sample used in this study reported that conceptual competencies are the most necessary, followed closely by human competencies and then by technical competencies. Overall, conceptual and human competencies were identified most frequently. One might infer that a leader who possesses conceptual and human competencies (plus a certain degree of technical competencies) should be able to complement his/her technical weaknesses by wise staff selection and development (a conceptual competency).

A second important implication of this study emerges from the reported signficant difference ($p < .05$) between urban and rural communities on the variable requiring assignment of selected leaders to one of seven social positions. Urban community residents report 46.2 percent of community leaders holding a social position of high executive, proprietors of large concerns, and/or major professionals. Residents from rural communities report 34.6 percent of community leaders as incumbents of the same social category.

The second category of social classification, business managers, proprietors of medium sized businesses, and lesser professionals, also reveals a marked difference between urban

and rural communities. Urban residents report 28.4 percent of their community leadership possessing social positions corresponding to the second category. Rural residents, however, report 40.2 percent of their community leadership possessing a social position corresponding to the second category.

The implication of such analysis supports Gross and Grambsch's (1974) contention that community residents will most often identify persons of high social position when asked to articulate leaders in their communities. These findings also support Nix and Seerley's (1972) results suggesting that community leaders, regardless of community type (urban/rural), are characteristically participants in activities which span broad segments of society and are usually occupants of social positions corresponding to high educational, occupational, and income levels.

In conclusion, this study provides evidence that community residents DO KNOW what competencies persons in leadership positions are expected to possess and utilize. Such evidence indicates that curriculum design specialists should assess the desires of community residents who will be served by those persons receiving subsequent leadership training.

Finally, the two reaction papers that follow this discussion imply other possible uses for the findings as they apply to the future development of leadership training experiences for community education coordinators and selected community residents.

REACTION #1

Implications of the Study for Developing a Leadership Competency Training Curriculum for Community Education Coordinators

Joseph Killory
Gerard T. Indelicato, Ph.D.

As community education professionals assessing the implications of this study for Community Education Coordinator Training, we perceived our tasks as two-fold. First, we must address the relationship of the findings to leadership training being provided by institutions of higher education (degree granting). Second, we must address the relationship of the findings to in-service leadership training programs that are currently being provided or are in the planning stage of development within school districts.

It seems institutions of higher education and state education departments, presently offering programs in educational leadership development, could utilize the results of this study. One assumption developed in regard to leadership training is that it requires specific competencies in addition to knowledge of urban and rural communities so that one might operate efficiently and effectively within communities. The result of this study indicates this assumption may not be valid. Leadership preparation programs at the degree granting level should focus efforts in the area of specific competency development and not attempt to delineate the ambiguous definition of urban and rural leaders. What does seem important

is one's ability to analyze the community, identify specific customs and traditions, and to work with these identified variables. The first factor is named Problem Solving Ability. Doyle (1977) contends that, "the characteristics of the school organization and the mis-education of educational practitioners orient educators toward designing solutions before they have analyzed the target problems." Inherent in the ability to solve problems is the contention that only minimal attention is given to the analytical aspect of solving problems. Problems seldom get to the stage where they can be sensibly contemplated. Problems remain undefined in a way that prevents the likelihood that a standard interpretation of the problems can be made. It would seem that to solve problems one must develop an ability to identify problems. Leadership training programs should assist in the development of this competency. Individuals aspiring to leadership roles and responsibilities must possess the ability to identify the problem prior to identifying solutions.

Factor II is identified in this study as demeanor. The essence of this factor could be categorized into the human skill area. One of the items addresses the need to handle unexpected problems and identifying solutions. It seems, therefore, problem solving skills are critical in the perception of community residents. The identification of such competencies as the ability to work with others and to utilize patience, understanding, consideration, and courtesy should not be a significant revelation to most effective professional managers.

Of most interest is the identification of specific management competencies which assist an individual in becoming a more efficient and effective leader. Items 32, 33, 39, and 40 all indicate specific management competencies that should promote more efficient and effective organizations. Although these items may be broadly categorized in the human skill area, they are specific management competencies. Human competencies are, perhaps, the most difficult to deal with in a preparation program. Katz (1954-1973) suggests that human competencies are, perhaps, the most critical skill area for managers.

Factor III, as identified in this study, is named Budgeting and Supervisory Competencies. It seems the items included in this factor address specific technical competencies. Institutions of higher education and state education departments could and should specifically address this area of competency development because those competencies included in this factor can be easily learned. Unlike some of the items in Factor II which directly relate to the human element of management, the competencies necessary for Factor III are teachable technical skills.

Factor IV, as identified in this study, is named Needs Assessment Competencies. Items comprising this factor include a mixture of human and technical competencies. The ability to effectively survey a community can be accomplished by technical skill development. The ability to identify resources

may also be handled by technical development. The ability to expand the community understanding of the social and political forces in their community must, however, include human competency development. Human competencies are required to examine the values and feelings of people from different races, nationalities, and incomes.

Factor V termed, Promoting Feelings of Importance in Community Members, seems to involve a combination of human, technical, and conceptual competencies. The competencies included in this factor are difficult to develop. This factor requires the individual to interact with others in a leadership position. It also requires an individual to provide the kind of leadership which demonstrates a willingness to risk, to possibly fail, and then to attempt again. Institutions of higher education will find this factor perhaps the most difficult to deal with. The development of competencies in this area will require institutions of higher education to work within communities. It will also require professional educators to assist community members in developing their leadership potential. This factor requires a cooperative relationship between universities and organizations to develop effective laboratories.

It seems, after careful analysis of the factors identified in this study, that a need exists for leadership--leadership that is operationalized in the following definition:

> It has been suggested that leadership can be nurtured by precept, by example, and most important by trial. Precepts, rules and hueristics provide a background. As in ethics, high example is contagious for leadership. And, of course, the aspiring leader must have an opportunity for, and must try leadership. He must take one step forward. Must think and say what he thinks. He may fall flat on his face; he may take outrageous slings and arrows, but he will never know the exquisite joy and pain of leading until he has disdained the comfort of following. If we do not provide a forum and opportunity for leaders to practice leading, then only one sure prediction about future responses to the need for leaders is apparent. There will be an ample supply of non-leaders advising on leadership development (Davidson, 1977, p. 114).

Organizations, and school districts in particular, must address their responsibilities within the process of developing laboratories for training. The need for a forum and opportunities for leadership can best be met by those organizations (schools) which can provide for both. Traditionally, schools have provided a less than effective intern program. Quality in-service education can be promoted, however, by effective and efficient intern programs. Performance-based internships must be implemented within schools' organizations. Potential leaders must be provided with strong academic preparation in management competencies (human, technical, and conceptual).

Only when educators begin to develop performance-based leadership training programs will opportunities for community members to become viable forces within the educational governance structure be enhanced.

REACTION #2

Implications of the Study for Developing a Leadership Competency Training Curriculum for Community Education

James L. Green

At a time when citizen understanding of effective leadership skills and the acquisition of those skills is becoming increasingly urgent in view of the rapid rise in demand for participation in all forms of governance, this particular study appears to offer several avenues and action which could be significant in assisting the growth of the participatory process.

Which data are most relevant and how they can best be used to develop and improve community leadership competencies is an issue of primary interest. Also important are the questions the study raises relevant to areas that need more investigation and emphasis. Finally, of considerable interest are the several directions the project took and the implications of the results for further research.

For the purposes of the community resident, the data compiled relative to the 39 competencies and listed under the nine factors seem particularly valuable. Of equal value is the distinction between conceptual, human, and technical abilities as they pertain to the various competencies. Further study into these areas alone would seem to be indicated since it is essential to delineate that which is most needed for citizen training. And, in fact, citizen training needs should form the basis for developing professional training models.

As for techniques used in the project, the reliance on a large number of citizen respondents who were not themselves in leadership positions was most interesting. The data appear reasonably sound and valuable and should serve as a beginning for building experimental training models. I would suggest that with continued research the data could be enhanced by evaluating the demographics of these non-leader respondents and by surveying leaders as well as non-leaders with similar instruments.

Although it is assumed that community resident training would flow from the professional Community Educator, there could be constraints if such training were assumed to be sponsored by bodies of local governance. If citizen participation is viewed as a threat, a truly cooperative training policy would be difficult to obtain. When this situation exists, citizen leadership development must occur elsewhere. Often citizens will have to acquire skills in other settings, apply these skills, and in the process gain the confidence of public institutions that community involvement is most often more helpful than fearsome.

This project suggests at least two avenues for training outside the domain of the public institution. One might be direct service from the center of higher learning to community residents utilizing their own professional personnel or trained community educators where the community educators do not come into conflict with their own employers. The second offers the

potential for a more structured yet innovative approach. Using the seven perceived community leader social positions, training could be offered through each category. Businesses, unions, chambers of commerce, fraternal groups, service institutions, social and political clubs, etc., could sponsor seminars given by individuals specially trained at centers of higher learning or again by local community education professionals who do not encounter conflicts. It would be important that all social position groups have equal opportunity for skill acquisition under any such program. Undue emphasis should not be placed on those social positions most often mentioned by the respondents, since the groups least mentioned have traditionally the least access to such skills.

One additional suggestion in developing community training models would be to ensure the involvement of citizens in the review of the project data and ensuing curriculum discussions and decisions. Citizen involvement with the center of higher learning could be nearly as important as ultimate community involvement.

Finally, a few comments on areas suggested by the study which would be worthy of further research. The nature and variety of power structures is of critical importance to aspiring community leaders. Further work in this area which will develop data applicable to citizen training in the realities of power is much needed. Almost a corollary to the understanding of power is an understanding of the barriers

which exist or can be erected to thwart or discourage community involvement. Further study into the nature of barriers is also much needed. Future research should also make an even stronger distinction between professional and citizen training and should begin to suggest specific citizen models.

In a time when the concept of involvement is receiving extensive attention, studies of this nature are most helpful. However, in order to maximize the beginning investment, it is desirable to evaluate the initial project, as is being attempted in this case, with the hope and expectation that additional research will go forward to develop even more extensive and sophisticated data from the base now begun.

COMMUNITY RESIDENTS' PERCEPTIONS OF COMMUNITY LEADERSHIP COMPETENCIES IN THE NORTHEAST

The final evaluation of the project entitled, "Community Residents' Perceptions of Community Leadership Competencies in the Northeast," conducted by the Northeast Community Education Consortium consists of two parts: congruence of project with proposal and methodological integrity.

I. Congruence of Final Project With Proposal: Achievement of Objectives

The objectives stated in the original proposal were revised via a letter to the contracting officer dated January 12, 1977. Objective #3 of the original proposal was revised, while Objectives 4, 5, and 7 were deleted. Revised objectives, as stated in the final report (p. 3), are as follows:

1. to make a priority listing of leadership competencies which community residents perceive as being important to persons identified as community leaders.
2. to identify the frequency of which leadership roles are assigned to seven social position categories as defined by Hollingshead.
3. to construct a statistical blueprint which identifies any differences between rural/urban community type perceptions as they relate to the identification of the perceived use of leadership competencies.

4. to write a final report describing the competencies which a community perceives as being important to community leadership as these leaders attempt to maintain and/or develop the communities in question. These data can be used by institutions of higher education to develop learning experiences which will be appropriate for the training of individuals responsible for the development and implementation of community education processes.
5. to conduct an outside evaluation upon completion of the project to determine whether the objectives of the project have been met.

Objectives

1. The intent of Objective #1 has been altered slightly from that originally proposed, reportedly as a result of analysis of the pilot data. A priority list of competencies was developed by subjecting the revised survey to factor analysis. Of the 55 items employed in the pilot study, 39 were incorporated into the final research instrument. It would appear that, of the 39 items, 23 contribute to the construct validity of the instrument (see methodology section: factor analysis) and represent the priority list of meaningful competencies.

2. Objective #2 was achieved by compiling survey data on the social position of selected community leaders and computing a 2 x 7 Chi Square. It was found that social position of selected persons in leadership roles was dependent upon type of community. This would appear to be a most useful finding in terms of eventual curriculum development.
3. Objective #3 was achieved by subjecting each of the nine factors extracted from the research instrument to a single classification Analysis of Variance. "Factor scores" for each subject were computed by summing each subject's responses on all items comprising the factor. An Analysis of Variance was conducted to test the null hypothesis of no difference between urban and rural responses. The "blueprint" reveals that no significant differences were found between community types for all factors. Curriculum development may thus address itself to leadership competencies without regard to community type. Again, this finding would appear to provide significant input into the community education process.
4. The final report does, in fact, achieve Objective #4.

II. Methodology

A. Sampling

A total of 679 respondents comprised the research sample. The percentage of return is excellent, with the lowest of the six participating states (Vermont) yielding in excess of 79 percent. This is an extremely high return for survey-type

research. While it is stated on page 13 that representative sampling was desired, the section does not indicate how subjects were selected, other than to indicate that random sampling was not feasible. To further investigate the nature of the sample, Chi Square analyses were performed for urban/rural and sex/race, urban/rural and educational level, and urban/rural and income level. Discussions of the analyses use the term "significant differences." It is, therefore, reasonable to assume that Chi Square Tests of Independence were employed. It should be noted that the Chi Square Test of Independence is appropriate only when the expected frequencies are considered to occur in equal proportions across cells. While the analysis does reveal that representation by race is dependent upon community type, it is not surprising that certain ethnic/racial groups are found to be disproportionately represented in urban and rural communities. In this instance, a Chi Square Goodness-of-Fit Test might have proven of more value, i.e., does the sex/race distribution of the sample differ significantly from the sex/race distribution of the population in each community type. The second method would thus address itself to the adequacy of the sample--an important consideration when random sampling is not employed. Likewise, although the Chi Square analyses suggested that income and educational level are independent of community type, a goodness-of-fit would have served the advantage of indicating whether or not the sample was reasonably representative of the population from which it was drawn on these variables.

The Chi Square analysis of social role and community type is an appropriate use of the statistic, given the intent of Objective #2.

B. Factor Analysis

The factor analysis of the 39-item scale was intended to "reduce...the final survey instrument into a smaller number of psychological, meaningful clusters which would be more easily interpreted for implications related to curriculum development..." (p. 35).

Nine factors were extracted using a minimum factor loading of .40 for inclusion. The only major criticism applicable to the factor analytic data lies in the selection of items for inclusion in a particular factor. A great number of items with loadings in excess of .40 on several factors are included in each factor. For example, item #15 of the experimental instrument yielded loadings of .51, .47, .51, and .45 on Factors I, V, VI, and VII, respectively. Item #15 thus reappears in each of the four factors. Of the 39 items used (Numbers 1 through 40, with Item 37 omitted), 23 items load on only one factor, 11 on two, four on three, and one item (#15) on four factors. Meaningful factors are those constructed of items which correlate with each other but are uncorrelated with remaining items in the instrument. Items which load on more than one factor equally are typically discarded. Were this the case in the present study, 23 items would have been retained, the 16 with multiple loadings having been eliminated. Factors are intended to represent separate constructs which cannot, of course, be the case when items span several factors. Nor can one determine

with any clarity the characteristic measured by a particular item.

III. Summary

In conclusion, all of the objectives stated on page 1 of the final report on the project entitled, "Community Residents' Perceptions of Community Leadership Competencies in the Northeast," have been satisfactorily achieved. Methodology is basically sound with methodological criticisms based largely upon the use of the factor analytic data as previously discussed. Data resulting from the factor analysis need not be reanalyzed, only reinterpreted. Conclusions appear to follow logically from the data with reservation concerning the statement, "As a result of the empirical relationship which yielded the factor structure and the logical relationships which served to make the clusters meaningful, we can be confident of the psychological constructs underlying the final survey instrument." (p. 51) A more orthodox use of items, as discussed above, would have better served the purpose and should prove more useful in subsequent curriculum development based upon the project's findings and conclusions.

CHAPTER 3

REPORT OF THE PROJECT

TO ASSESS

NEEDED COMPETENCIES IN COMMUNITY EDUCATION

1976-77

FUNDED BY A GRANT

FROM THE

UNITED STATES OFFICE OF EDUCATION

TO

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A JOINT PROJECT OF

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AND

THE CHARLES STEWART MOTT FOUNDATION

DR. BRIAN P. MILLER, PROJECT DIRECTOR

INTRODUCTION AND OVERVIEW

The feasibility of incorporating competency concepts into the planning of educational programs for administrators led to initial efforts in competency identification in 1973. At that time, the Department of Educational Administration and Supervision at Arizona State University brought together administrators and professors of Educational Administration to address questions of purposes, content, and training strategies in a competency-development framework. Workshops (January, 1973 and February, 1976) brought together educators representative of six groups: superintendents, secondary principals, elementary principals, instructional leaders, business managers, and personnel managers. These groups met to identify tasks in each role, develop statements descriptive of competencies, and suggest performance indicators appropriate to each competency. The final product was a document published by the Bureau of Educational Research and Services, College of Education, Arizona State University, edited by Dr. Ray Wochner of Arizona State University, "Competency-Based Preparation of Educational Administrators."

Subsequent to this activity, interns at the Southwest Regional Center for Community Education Development at Arizona State University, who were enrolled in an advanced leadership seminar and had earlier attended the 1974 workshop, developed an initial document identifying tasks, competencies, and competency indicators for community education administrators/practitioners. This work served as a pilot, and those associated

with this work concluded that further developmental work involving a broad representation of practitioners was in order.

From the two activities noted above, a survey instrument was produced by departmental faculty at Arizona State University. The results of the survey pointed to the need to establish competency-based training programs in Community Education in Arizona. In response to this needs assessment activity, the Community Education staff at Arizona State University developed and submitted a proposal to the U.S.O.E., Office of Community Education: "Assessment of Needed Competencies in Community Education." This is a report of the project which resulted from the funding of that proposal.

PROJECT GOALS AND OBJECTIVES

The project to assess needed competencies in community education set two primary objectives: 1) the identification of role descriptions in terms of task areas, competencies and competency indicators of each of four roles (superintendent, district community education coordinator, principal and community school director) and 2) generation of ideas as to how competencies might be acquired and levels of performance needed. Data generated relative to the primary objectives permitted the examination of the following questions:

1. In what ways do statements of competencies serve as role descriptions valid for role clarification, planning, and certification purposes?

2. Can a cost-effective method, with appropriate instruments, be constructed and tested to identify and validate statements descriptive of competencies and critical to each role?

3. Are such descriptions valid for on-the-job assessment of performance in each role?

   3.1 Can descriptions permit examination of conflicting expectations among groups who judge performance of an individual in one of the roles? Can the process lead to role conflict resolution?

   3.2 Can a methodology for generating role descriptions be made flexible enough to account for situation-specific requirements which are appropriate to one locale rather than another or which require emphasis at one time rather than another?

4. Does the methodology developed serve as a cost-effective and valid need assessment for the in-service development of administrators?

The project goals included: 1) the improvement of the administration of community education programs; 2) the provision of direct, practical aid to districts in terms of role definition, role clarification, and assessment; 3) the recommendation of strategies for continued research and development activities, as well as the provision of information for pre-service program planning at community education centers and at universities; and 4) the provision to state agencies of means to explore avenues for licensing of professional personnel based upon demonstrated competence.

METHODOLOGY

The identification of competencies for the four roles was carried out through a series of three workshops with intervening work group and staff sessions. The first workshop involved 17 districts, each bringing a team that included a person serving in each role--superintendent, coordinator, principal, and building director. Sessions were arranged so that work groups met by role and by team. Task areas were agreed upon for each role; competency statements were generated; and competency indicators suggested. (See Appendix A.) The statements of competencies were examined in terms of scope of each role, comprehensiveness, and fit across roles.

Project staff edited and condensed statements, and the refined lists were made available to all districts for reactions. A second workshop involved seven district teams to serve as panels to revise, add, and finalize a trial list of competency statements to serve as items for assessment instruments. These panels made judgments about inclusiveness, interpretation, and adequacy of identified competencies; thus, this was a first check of content and context validity.

Four instruments (one for each role) were then prepared by the project staff. These are available from the Southwest Regional Center for Community Education Development, Arizona State University. Each instrument contained three parts: 1) a listing of the competencies with a five point Likert-type scale--each item to be rated for importance in terms of the

ideal for that role; 2) a listing of the competencies with a rating of level of competence attainment--(F) familiarity, (U) understanding, or (A) application; and 3) a listing of competencies with a rating of judgment about how that competency should be attained--pre-service, in-service, incidentally on-the-job, self-attained, or no attention needed. In this way each individual in the sample responded to three lists of statements descriptive of the competencies needed for the position he/she occupied.

The ideal ratings of importance were treated to provide an ideal profile for each role. A group mean and standard deviation for each item provided measures of priority and agreement among raters. In this way all items for a given role could be ranked. Ratings of "level of attainment needed" and of "how competency could best be obtained" were tallied and treated descriptively to be used by those planning pre-service and in-service programs.

A third workshop was held to examine the product of the first two workshops, report data gathered, present and discuss the design for use of profiles, and complete and critique a self-assessment. The self-assessment consisted of an instrument made up of the items contained in the Ideal Form but transformed into an actual rating so that individuals rated their own performance. This set of instruments is referred to as the Real Form and forms the basis for Phase II of the project.

Quadrant Assessment Model (QAM)

The Quadrant Assessment Model (QAM) provided the basic research design. The QAM permits perceptions of role incumbents (and eventually of others) to be compared in a logical way. The model can be portrayed in schematic form as follows:

In the QAM persons were asked to rate competency statements, using a five-point, Likert-type scale, in terms of their importance as ideals for all individuals occupying particular roles. The mean score of such ratings provided an Index of Importance and the standard deviation of the distribution of ratings for each statement provided an Index of Consensus. In using these measures, the competency statements were placed in rank order in terms of the ratings of importance in the Ideal. In like fashion self-ratings of actual performance, made by role, produce measures which permit rankings of competency statements for the Real quadrants of the QAM.

After statements were rated in the Ideal Form and the Real Form and groups means and S.D.'s were computed, statements were sorted into four categories for the QAM. These

categories were then arranged by the QAM computer program to indicate statements which were rated High Ideal - High Real, High Ideal - Low Real, Low Ideal - High Real, and Low Ideal - Low Real. The four categories of statements might be interpreted as follows:

> High Ideal - High Real statements are assumed to mean that competencies implied by the statements are important, and that practitioners do, in fact, possess those competencies. Therefore, these statements would be important descriptions upon which to: (1) evaluate performance of practitioners, (2) determine entry level competencies for individuals assuming that role, (3) base planning of pre-service programs, and (4) determine criteria for certification.
>
> High Ideal - Low Real statements are assumed to mean that competencies implied by the statements are important, but that practitioners generally do not possess competencies implied by the statements. Therefore, these statements need to be given high priority in in-service education, are of second level importance in assessment of performance, and should be included in any re-certification considerations.
>
> Low Ideal - High Real statements are assumed to mean that competencies implied by the statements are of low importance and are regarded to be over-emphasized in practice. Therefore, these statements would be important in assessing over-emphasis in performance and in discussing role definitions in in-service sessions. These competencies, unless further research indicates otherwise, would not be given priority in pre-service programs or in certification considerations.
>
> Low Ideal - Low Real statements are assumed to mean that competencies implied by the statements are of little importance and are generally not being emphasized by practitioners. These statements, too, would not be given priority in pre-service, in-service, or certification programs.

In summary, the methodology, which included the workshop procedure, permitted: 1) identification and assessment in four administrative roles in community education; 2) information about real and measurable skills in terms of levels

of competence needed and how these might best be attained;

3) the examination by administrators of their roles; and

4) a first trial of a method for performance evaluation (the QAM).

MAJOR FINDINGS

The findings of the project were of two kinds: Competency Statements - Ideal Form Profile and Competency Statements - Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance.

Competency Statements - Ideal Form Profile. The administration of the instruments produced the first version of the Ideal Form Profile. These results are reported below by role.

In Table 1, the ranking, mean, and standard deviation of responses for each item in the superintendent role in community education are presented along with an abbreviated notation of the content of each competency statement. (The complete competency statements for all roles are in Appendix A.) (1.: Ability to develop board policies regarding community education relationship to total educational program; 3.: Ability to develop receptivity in school district personnel for community education.) were tied for Rank 1 with a mean of 4.8 and a standard deviation of 1.05. Of the 16 competencies identified as important to superintendents, Item 10 was ranked in 16th place with a mean of 3.0 and a standard deviation of .7.

Table 1: Superintendent's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1-2	1	4.8	.05	develop board policies
	3	4.8	.05	develop receptivity to community education
3	12	4.8	.20	establish public information program
4	9	4.6	.14	interface with community agencies
5	14	4.6	.22	provide plan: research, development, evaluation
6	15	4.5	.50	provide personnel for research and evaluation
7	13	4.4	.12	provide financial support
8	5	4.2	.10	plan for conflict resolution
9	8	4.2	.16	involve community in content determination
10	6	4.0	.50	initiate need assessment
11-14	4	4.0	1.00	effect communications with patrons
	7	4.0	1.00	expedite organization: personnel and facilities
	16	4.0	1.00	provide funds for research and evaluation
	11	4.0	1.00	establish means "sell" program
15	2	3.6	1.23	encourage diversity in program
16	10	3.0	.70	plan in-service programs

In Table 2, the ranking, mean, and standard deviation of responses for each item in the district coordinator role in community education are presented along with an abbreviated notation of the content of the competency statement. The district coordinator role was identified as comprising 33 principal competencies. Item 1 (Ability to develop regulations which define board policy dealing with community education) received the highest ranking, with a mean of 5.0 and a standard deviation of .00, showing complete agreement among coordinators. Item 12 (Ability to prepare and present reports to the district board concerning fiscal status, intents) received the lowest ranking.

In Table 3, the ranking, mean, and standard deviation of responses for each item in the building principal role in community education are presented along with an abbreviated notation of the content of the competency statements. The building principal role was identified as comprising 25 principal competencies. Item 10 (Ability to clarify roles and responsibilities) received a rank of 1 with a mean of 4.6 and a standard deviation of 1.3. Item 18 (Ability to supervise and manage financial affairs relating to district and agency funds) received the lowest ranking, with a mean of 3.4 and standard deviation of .18.

Table 2: District Coordinator's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	11	5.0	.00	development regulations which define policy
2-3	13	4.9	.06	budget information, funding, costs
	1	4.9	.06	identifying district goals, objectives
4-6	3	4.7	.11	advise unit coordinator regarding goals
	5	4.7	.11	identify resources
	6	4.7	.11	develop district-wide programs
7-8	25	4.7	.12	provide training and orientation
	27	4.7	.12	clarify roles and relationships
9	33	4.7	.16	evaluation for district reports; recommend
10	2	4.7	.17	develop strategies for goal accomplishment
11	23	4.6	.13	recruit, recommend directors
12-13	26	4.6	.14	specifications of job descriptions
	28	4.6	.14	evaluation effectiveness of directors
14-15	9	4.6	.16	knowledge of board policies
	19	4.6	.16	employ human relations skills
16	10	4.6	.20	advise board on needed policy
17	22	4.4	.14	utilization, coordination approach to programs
18	16	4.4	.19	organ. & coordinating district community council
19	24	4.4	.22	select support staff
20	7	4.3	.18	initiate structure
21	14	4.3	.26	administer budget
22	15	4.0	.00	assess effectiveness of expenditures
23-24	8	4.0	.12	utilizing management systems, leadership

Table 2: District Coordinator's Role in Community Education

IDEAL FORM PROFILE (continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
	21	4.0	.12	consult unit coordinator, suggest alternative methods
25-28	17	4.0	.16	communicate all parts of community
	18	4.0	.16	promote community education through media
	20	4.0	.16	recognize conflict and engage in resolution
	31	4.0	.16	develop criteria where evaluative judgments made
29	4	4.0	.16	assist surveys and need assessment
30	30	3.9	.17	utilizing formal and informal evaluation
31	32	3.9	.21	assist directors in instrumentation of evaluation
32	29	3.7	.22	recognize needs and problems of directors
33	12	3.6	.24	prepare and present reports

Table 5: Building Principal's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	10	4.6	.13	clarify roles and responsibilities
2	11	4.6	.14	generate supportive attitude of staff, community
3-4	2	4.6	.19	employ procedures for establishing goals
	24	4.6	.19	evaluation program in relation to educational program goals
5	1	4.6	.21	implement policy and goals consistent with district
6	3	4.5	.19	serve as liaison: school, board, district, community
7	4	4.4	.16	supervise assessment of program needs
8	12	4.4	.20	work through conflict situations
9	8	4.3	.17	supervise planning and scheduling facilities and equipment
10	5	4.3	.23	supervise planning of curriculum and instruction
11	13	4.3	.29	recruit, select competent director
12	25	4.2	.32	utilize evaluation to modify program
13	7	4.1	.18	apply problem analysis procedures
14	21	4.1	.19	assist in developing and maintaining productive council
15	23	4.0	.21	interpret research data
16	15	4.0	.28	evaluate competence of director
17	22	3.9	.13	employ research techniques
18	20	3.9	.22	plan and establish public relations program
19	9	3.8	.16	assess climate of faculty and community
20	6	3.8	.19	supervise program implementation
21	17	3.8	.27	organize program with staff/to financial resources

Table 3: Building Principal's Role in Community Education

IDEAL FORM PROFILE (continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
22	14	3.8	.31	supervise director
23	16	3.7	.18	plan in relation to laws of financing community education
24	19	3.6	.19	identifying and utilizing community resources
25	18	3.4	.18	manage finances/to district and agency funds

In Table 4, the ranking, mean, and standard deviation of responses for each item in the building director role in community education are presented along with an abbreviated notation of the content of the statements. The building director role was identified as comprising 24 principal competencies. Item 1 (Ability to provide motivation for staff, students, and community members for participation in the community education program) received a rank of 1 with a mean of 5.0 and standard deviation of .00 indicating complete agreement among the raters. Item 19 (Ability to maintain an accurate financial record system) received a rank of 24 with a mean of 3.9 and a standard deviation of .21.

The Ideal Profiles for each role were presented in the third workshop after participants completed a Real Form of the same instrument. Groups were formed on the basis of the four roles in order to examine and react to the Ideal Profile Form and then begin to examine Real self-ratings versus the Ideal Profile. These reactions were collected and formed the basis for a revision of the Ideal Profile Form. Participants gave helpful suggestions regarding directions, wording of specific items, and use of indicators for each competency statement. There was general agreement that the statements represented valid descriptions of competencies and that respondents understood the statements and could provide meaningful ratings of performance in terms of them.

Table 4: School Building Director's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	1	5.0	.00	motivate, for participation in program
2-3	10	4.9	.06	recruit, encourage community participation
	14	4.9	.06	implement program
4	24	4.9	.09	promote cooperation with day staff
5	7	4.7	.10	establish and maintain relations with district
6-7	2	4.7	.12	adapt to changing needs
	6	4.7	.12	educate community about community education
8	9	4.7	.19	survey, interpret, meet needs
9-10	8	4.6	.16	utilize community agencies
	11	4.6	.16	identify, use human and physical resources
11	23	4.5	.25	supervise community education staff
12	4	4.4	.14	delegate responsibility, live with results
13-14	15	4.4	.15	evaluate program effectiveness
	16	4.4	.15	provide in-service
15-16	13	4.4	.19	organ. goals and objective of program
	3	4.3	.19	effective 2-way communication to challenge
17	22	4.3	.23	assess, evaluate performance
18	17	4.1	.10	plan, present workable budget
19	12	4.1	.13	coordinate, schedule use of facilities
20	21	4.1	.28	recruit, interview, select personnel
21	5	4.0	.15	facilitator of decision making, planning, etc.

Table 4: School Building Director's Role in Community Education

IDEAL FORM PROFILE (continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
22	20	3.9	.13	specify job requirements
23	18	3.9	.15	find sources of funding
24	19	3.9	.21	maintain accurate financial record system

Competency Statements - Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance. In addition to ratings of competency statements in terms of importance to adequate performance, which were employed to obtain the Ideal Profiles for each role, two additional ratings were obtained for each competency. One rating was the preferred type of training for acquiring the competency and the second rating was the level of competency judged to be necessary for adequate performance.

Regarding preferred type of training, it was assumed that past experience of the rater might influence heavily the ratings of items. That is, an individual who had acquired a competency through in-service education might, without giving serious consideration, judge in-service education as the appropriate and preferred way to acquire that competency. In the work groups writing statements during the first workshop, this question was explored at some length and several individuals were interviewed about how they would respond and then were asked where they had acquired the competency. Sufficient discrepancies occurred, and discussion indicated that practitioners were relatively objective about such judgments. Respondents appeared to make choices based upon rational grounds and were articulate about the reasons of their choices.

Two purposes guided the decision to collect and report data about preferences for acquiring training and levels of

proficiency judged to be needed for adequate performance. First, it was assumed that such data could be useful to those who plan and conduct training. Second, it was assumed that level of proficiency for the competencies would vary with roles, e.g., implementing programs might be needed at a familiarity level in one role (superintendent), at an understanding level in other roles (district coordinator and principal) and at an application level in another (building director). These varying levels would, it was believed, be reflected in differing modes of training recommended.

Seven districts responded to this portion of the instrument in what could be considered as comprising a district team (6 superintendents, 7 district coordinators, 8 principals, and 7 directors). These ratings are accepted as a trial of the methodology only in order to make judgments about the use of such data. The numbers in the columns of Tables 5 through 8 represent actual number of responses. Judgments of preference about how a given competency might best be acquired were made in terms of categories: 1) pre-service education; 2) in-service education; 3) incidentally, on-the-job; 4) self-acquired; 5) no special training needed; and 6) some combination of these.

Levels of proficiency in a competency were also determined. These levels were defined as follows:

F -- Familiarity: Knows about the procedures and methods implied by the statement; can discuss it intelligently and follow explanations or analyses without having to be taught about it.

U -- Understanding: Can explain, analyze methods and procedures used, and exercise judgment about adequacy of procedures and judgments implied by the statement. Can teach others about it.

A -- Application: Can apply or actually carry out the procedures and judgments implied by the statement; can directly demonstrate to and supervise others in performing procedures and making judgments.

Project Outcomes

Outcomes of the project are provided in two primary forms--Product and Process.

Product Outcomes. Major task areas were identified by project participants and subsequent competencies for each area were proposed and developed in each of the four role categories. Competency statements developed in the first workshop were revised, edited, and improved in comprehensiveness and clarity in the second workshop. In total, 20 major task areas and 98 competency statements were identified by the project participants. From this work, the Ideal Form of the Competency Rating Instrument was prepared and administered. The results provided the Ideal Profile against which self assessment (Real Form) results of each participant could be compared.

Process Outcomes. The involvement of more than 100 community education administrators, professors, and state agency personnel in the project provided for three types of process outcomes. These outcomes were determined from self-reports and project assessments by participants.

The first process outcome was the involvement of project participants in defining, in specific and measurable terms, the four administrative roles primarily associated with the delivery of community education. Verbalizing a description of each competency, developing the description in a written statement, and reaching agreement about a

competency's meaning and the behavioral indicators that could be employed to make judgments about it provided significant insights into the nature of the roles and the administrative knowledge and skills needed by practitioners. Participants experienced a high degree of gratification as they gained clarification of their Real and comparative Ideal role descriptions.

A second process outcome was realized when each group prioritized competency statements by relative importance. The thinking and discussion about that prioritization were of considerable value to each participant in clarifying the relative importance of competencies described for each role.

The third process outcome of project activities was evidenced in the self-assessment exercise. Participants were able to evaluate and compare their competency profiles with that of a composite group "ideal" profile. Consequently, they were able to determine the amount of congruence between their self-assessment and a norm provided by the Ideal profile for their respective roles.

EVALUATION OF THE PROJECT

Data generated by the project activities are themselves an internal evaluation. The methodology, instruments, and the computer program proved workable and cost-effective for any participating district which has an assessment procedure for administrators and an on-going in-service development program. The validation procedures employed and the reactions of participants to the instruments and methodology are reported in the body of the report.

In addition to the steps taken above, an evaluation was carried out of reactions of participants to each phase of the project. Instruments were administered after each of the three workshops. The last evaluation was an overall response to the project's purposes, methods, and conduct of meetings. These data are treated in this section.

Method and Instrumentation. Evaluation items were prepared which related directly to project purposes, methods, outcomes, involvement, conduct of meetings, arrangements, and willingness to participate in follow-up activities. To these a five-point Likert-type scale was added to obtain participant responses. In addition, open-ended categories were provided to obtain reactions. Only the overall project evaluation is given here, but the individual workshop responses were similar.

Results

A total of 111 individuals participated, although all individuals were not invited to all workshops. The responses showed the ratings range from 3.89 (Procedures used moved clearly to objectives.) to 4.72 (Arrangements were sufficient.) Of particular interest is that, "willingness to participate in follow-up on project activities," was rated second highest with a mean rating of 4.66 for the total group. The overall range was 4.30 for the total group of a total possible favorable rating of 5.0.

Feedback was highly positive from all types of responses. Written responses were generally supportive of the method used and the results obtained. The participants believed that the activity was important, was a high value to them personally, and that they were willing to continue with follow-on activity related to this work. Responses indicated that the project clearly accomplished its objectives, generated unusual support in a sensitive undertaking such as on-the-job performance assessment, and built or was supportive of significant interest in research and development work relative to the improvement of Community Education and its administration.

APPENDIX A

TASKS, COMPETENCIES, AND INDICATORS

TASKS	COMPETENCIES	INDICATORS
1.0 Developing a "Climate" for Community Education	Ability	
	1.1 To develop board policies regarding Community Education relationship to total educational program	1.1.1 The inclusion of a set of Community Education policies in the district policy manual
	1.2 To encourage diversity in the total program	1.1.2 Through the development of a well defined procedure for program planning which encourages regular offering
	1.3 To develop receptivity in school district personnel for Community Education	1.1.3 Through a series of formal and informal meetings with staff to present the values of Community Education program
	1.4 To effect communications with patrons in district	1.1.4 Through a series of formal and informal meetings with community groups and agenci to discuss the value of Community Education
	1.5 To plan for conflict resolution as required	1.1.5 Through providing inservice programs for staff in conflict resolution
2.0 Program Planning	2.1 To initiate needs assessment for Community Education	2.1.1 Through documented evidenc of formal and informal contacts with various community agencies to dete mine Community Education needs

TASKS	COMPETENCIES	INDICATORS
	2.2 To expedite organization of personnel and facilities	2.2.1 Through written policies and procedures establishing positions, responsibilities, functions and selection for Community Education personne and facilities
		2.2.2 Through evidence that indicator 2.2.1 is being followed
	2.3 To involve community in determining content of Community Education program	2.3.1 Through the establishment of a Community Education Council
	2.4 To interface with other resource community agencies	2.4.1 Through evidence of establis ment of a coordination council including community agency representation
		2.4.2 Through evidence of joint planning with other communit agencies and programs
	2.5 To plan inservice programs	2.5.1 Through development of a series of workshops and seminars for pre service and maintenance of the Community Education program
3.0 Public Relations	3.1 To establish a structure for "selling" the program to in-house personnel and community patrons	3.1.1 Through evidence of printed materials and inservice programs designed to solicit support for the Community Education concept

SUPERINTENDENTS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
	3.2 To establish a public information program with two-way flow of information and recommendations	3.2.1 Through evidence of utilization of print and electroni media to encourage public support and involvement in Community Education
4.0 Funding the Program	4.1 To provide financial support for Community Education program	4.1.1 Through evidence of budget development indicating expenditures and funding sources
		4.1.2 Through evidence of projected budgetary needs and funding sources for a minimum five year period
5.0 Research and Evaluation	5.1 To provide for a plan of research, development and for evaluation of the Community Education program	5.1.1 Through evidence that each indicator listed above will have an evaluation componen which can be audited by an external evaluation team periodically
	5.2 To provide personnel needed to conduct continuous research and evaluation	5.2.1 Through evidence of resourc on staff or contracted services for identifying problem areas and effecting research for same
	5.3 To provide funds for research and evaluation activities	5.3.1 Through evidence of a budget line item for research and evaluation

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
1.0 Organization	Ability	
	1.1 To identify district Community Education goals and objectives for the overall program	1.1.1 Has utilized the input of committees to develop goals and objectives
		1.1.2 Has compiled goals and objectives in a written document
		1.1.3 Has included input consistent with district goals and objectives
		1.1.4 Has re-evaluated goals and objectives to update and change as necessary
	1.2 To develop strategies for accomplishing goals and objectives	
	1.3 To provide advice to local unit coordinators in the development of goals which are in consonance with district policy	
	1.4 To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	
	1.5 To identify resources in the community	
	1.6 To develop programs which have district-wide application	

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
	1.7 To initiate structure through which the organization functions	
	1.8 To utilize various management systems and leadership styles	
2.0 School Board Relations	2.1 To develop a working knowledge of existing board policy	
	2.2 To advise the board on the development of needed Community Education policy	
	2.3 To develop regulations which define board policy dealing with Community Education	
	2.4 To prepare and present reports to the district board concerning fiscal status, intents, etc.	
3.0 Fiscal Tasks	3.1 To develop budget information, such as sources of funding, cost estimates, etc.	
	3.2 To administer the adopted budget	
	3.3 To assess effectiveness of expenditures	
4.0 Working With Publics	4.1 To organize and coordinate the work of a district Community Education council	
	4.2 To communicate with all components of the community	

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
	4.3 To promote the Community Education concept through the various media	
5.0 Supervision	5.1 To employ human relations skills in all individual and group relationships	
	5.2 To recognize areas of conflict and engage effectively in conflict resolution	
	5.3 To consult with building unit coordinators and suggest alternatives to methods used	
	5.4 To utilize a coordinated approach to the various levels and roles involved in providing Community Education programs (A team approach)	
6.0 Personnel Administration	6.1 To recruit, interview and recommend unit Community Education Directors	
	6.2 To select support staff for the Community Education program	
	6.3 To provide pre-service, in-service, training and/or orientation for Community Education personnel	

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
	6.4 To develop specifications for job descriptions for the Community School Personnel	
	6.5 To clarify the role of the Community Education Directors and their relationships with district and local staffs	
	6.6 To evaluate the effectiveness of Community Education Directors	
	6.7 To recognize the functions, needs, and problems of Community Education Directors	
7.0 Program Evaluation	7.1 To utilize both formal and informal methods of evaluation	
	7.2 To develop criteria upon which qualitative and quantitative judgments may be made	
	7.3 To assist the Community Education Directors in the development of their instruments for the evaluation of programs	
	7.4 To compile and correlate the evaluations for district reports and recommendations for future programming	

PRINCIPALS IN COMMUNITY EDUCATION PROGRAMS

	TASK	COMPETENCIES	INDICATORS
1.0	Philosophy, Goal Setting and Policy Implementation	Ability	
		1.1 To comprehend and implement policy and goals consistent with district philosophy	1.1.1 Develop goal statements consistent with district philosophy
			1.1.2 Demonstrate knowledge of philosophy of district (verbally or in writing)
		1.2 To employ procedures for establishing organizational goals	1.2.1 Establish a representative community council
			1.2.2 Seeks and uses input from council, faculty and students
		1.3 To serve as liaison between school and board of education, district offices, Community Education Director, community	1.3.1 Spends time establishing communication
2.0	Program Development	2.1 To supervise assessment of program needs with the help of the community	2.1.1 Meets periodically with council to discuss directives and needs of program
			2.1.2 Works with community council in establishing a Needs Assessment within the community
		2.2 To supervise planning of instructional and curricular programs	2.2.1 Communicate; encourage other agencies to help provide programs
			2.2.2 Periodically hold meetings with Director
			2.2.3 Review and monitor progress

TASK	COMPETENCIES	INDICATORS
	2.3 To supervise regarding program implementation	
3.0 Program Management	3.1 To apply problem identification and analysis procedures	3.1.1 Use group problem solving techniques (brainstorming sessions)
	3.2 To supervise planning and scheduling in accordance with available facilities and equipment	3.2.1 Delegate to Director responsibility to implement 3.2.2 Establish guidelines on procedures and facilities and awareness of constrain 3.2.3 Establish procedures to request facilities
4.0 Developing Climate	4.1 To assess climate of faculty and community toward Community Education	4.1.1 Survey community, staff, suggestions, complaints, turnouts, etc.
	4.2 To clarify roles and responsibilities	4.2.1 Develop job descriptions
	4.3 To generate and maintain a supportive attitude with staff and community	4.3.1 Participate in activities that are part of the Community Education progr
	4.4 To work through conflict situations	4.4.1 Use community council to bring people together

PRINCIPALS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
5.0 Personnel Management	5.1 To recruit and select competent Community Education Director	5.1.1 Develop job description of Community Education Director
		5.1.2 Advertise
		5.1.3 Interview
		5.1.4 Use committee and council
	5.2 To supervise Community Education Director	5.2.1 Hold evaluation conference periodically
		5.2.2 Develop evaluation procedures
	5.3 To evaluate competence of Community Education Director	5.3.1 Follow through with use of procedures to evaluate
6.0 Financial Management	6.1 To plan all phases of Community Education program consistent with laws that relate to financing Community Education	6.1.1 Know laws
		6.1.2 Development of adequate budge
		6.1.3 Involve Coordinator in preparation of total school budget
	6.2 To organize program with Community Education staff in harmony with financial resources available	
	6.3 To supervise and manage financial affairs relating to district and agency funds	

PRINCIPALS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
7.0 Community Relations	7.1 To identify and utilize community resources which effect successful operation of the Community Education program	7.1.1 Get out into the community to make contacts and learn what resources are available
	7.2 To plan and establish a public relations program relating to Community Education	7.2.1 Personal contact with media 7.2.2 Involve District Community Relations department
	7.3 To assist in developing and maintaining a productive Community Education council	7.3.1 Principal be present often 7.3.2 Obtain good cross-section of community council
8.0 Program Evaluation	8.1 To employ professional research techniques	8.1.1 Utilize district research personnel
	8.2 To interpret research data	8.2.1 Write articles, speak, etc. 8.2.2 Share with community council and community
	8.3 To evaluate the Community Education program in relation to education program goals	
	8.4 To utilize evaluative data to modify the Community Education program	

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
1.0 Leadership	1.1 Provide motivation for staff, students and community members for participation in Community Education program	1.1.1 See measurable increase in participation
	1.2 Adapt to changing situations concerning community needs	
	1.3 Offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives	
	1.4 Delegate responsibilities and live with results	
	1.5 Serve as facilitator for decision making, group planning, etc.	
2.0 Public Relations	2.1 Educate the community about the Community Education concept	2.1.1 Prepares media releases
	2.2 Establishes and maintains positive relationships with school district administrators, school personnel and community members	2.2.1 Awareness 2.2.2 On-going communication

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
	2.3 Utilizes community agencies	2.3.1 Obtains input, staff, money and facilities
3.0 Community Involvement	3.1 Survey, interpret and meet community needs	3.1.1 Needs Assessment 3.1.2 Identify priorities 3.1.3 Develop program to meet needs
	3.2 Recruit and encourage community participation	3.2.1 Contacts leaders, agencies, senior citizens, businesses, etc.
	3.3 Identify and use human and physical resources	3.3.1 Survey
4.0 Program Development	4.1 Coordinate and schedule use of facilities with other administrators	4.1.1 Calendar, times, places, etc.
	4.2 Organize goals and objectives for the program	
	4.3 Implement the program	4.3.1 Offer classes 4.3.2 Activities for senior citizens
	4.4 Evaluate the program's effectiveness on continuous basis	
	4.5 Provide innervice opportunities	4.5.1 Workshops for staff 4.5.2 Provides information on training possibilities

COMMUNITY EDUCATION DIRECTORS IN

TASKS
5.0 Budget
6.0 Personnel

COMPETENCIES	INDICATORS
5.1	Plan and present a workable budget
5.2	Find many sources of funding to implement the Community Education program
5.3	Maintain an accurate financial record system
6.1	Specify job requirements
6.2	Recruit, interview and select
6.3	Assess and evaluate performance
6.4	Supervise Community Education staff
6.5	Promote cooperation with day staff

APPENDIX B

ASSESSMENT INSTRUMENT

COMPETENCY RATING INSTRUMENT

SUPERINTENDENTS

Name_____ School District_____

Years in Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part I Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of Superintendent in a Community Education program by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.)	To develop board policies regarding Community Education relationship to total education program	5 4 3 2 1
2.)	To encourage diversity in the total program	5 4 3 2 1
3.)	To develop receptivity in school district personnel for Community Education	5 4 3 2 1
4.)	To effect communications with patrons in district	5 4 3 2 1
5.)	To plan for conflict resolution as required	5 4 3 2 1
6.)	To initiate needs assessment for Community Education	5 4 3 2 1
7.)	To expedite organization of personnel and facilities	5 4 3 2 1
8.)	To involve community in determining content of Community Education program	5 4 3 2 1

9.)	To interface with other resource community agencies	5 4 3 2 1
10.)	To plan in-service programs	5 4 3 2 1
11.)	To establish a structure for "selling" the program to in-house personnel and community patrons	5 4 3 2 1
12.)	To establish a public information program with two-way flow of information and recommendations	5 4 3 2 1
13.)	To provide financial support for Community Education programs	5 4 3 2 1
14.)	To provide for a plan of research, development and for evaluation of the Community Education program	5 4 3 2 1
15.)	To provide personnel needed to conduct continuous research and evaluation	5 4 3 2 1
16.)	To provide funds for research and evaluation activities	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

SUPERINTENDENTS

Name_____ School District_____

Years In Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part II. Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code it as follows: 5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Circle the appropriate number for each statement

Ability:

1.) To develop board policies regarding Community Education relationship to total education program 5 4 3 2 1

2.) To encourage diversity in the total program 5 4 3 2 1

3.) To develop receptivity in school district personnel for Community Education 5 4 3 2 1

4.) To effect communications with patrons in district 5 4 3 2 1

5.) To plan for conflict resolution as required 5 4 3 2 1

6.) To initiate needs assessment for Community Education 5 4 3 2 1

7.) To involve community in determining content of Community Education program 5 4 3 2 1

8.) To expedite organization of personnel and facilities 5 4 3 2 1

9.)	To interface with other resource community agencies	5 4 3 2 1
10.)	To plan in-service programs	5 4 3 2 1
11.)	To establish a structure for "selling" the program to in-house personnel and community patrons	5 4 3 2 1
12.)	To establish a public information program with two-way flow of information and recommendations	5 4 3 2 1
13.)	To provide financial support for Community Education program	5 4 3 2 1
14.)	To provide for a plan of research, development and for evaluation of the Community Education program	5 4 3 2 1
15.)	To provide personnel needed to conduct continuous research and evaluation	5 4 3 2 1
16.)	To provide funds for research and evaluation activities	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

SUPERINTENDENTS

Name_____ School District_____

Years in Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part III. Degree of Proficiency in Competency

Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position (5 indicates high proficiency or ability for you to do all aspects implied by the statement; 3 indicates a high understanding and ability for you to explain and supervise others who can do what is implied; 1 indicates a knowledge of, but not much proficiency in what is implied by the statement).

Ability:

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1.) To develop board policies regarding Community Education relationship to total education program 5 4 3 2 1

2.) To encourage diversity in the total program 5 4 3 2 1

3.) To develop receptivity in school district personnel for Community Education 5 4 3 2 1

4.) To effect communications with patrons in district 5 4 3 2 1

5.) To plan for conflict resolution as required 5 4 3 2 1

6.) To initiate needs assessment for Community Education 5 4 3 2 1

7.) To expedite organization of personnel and facilities 5 4 3 2 1

8.) To involve community in determining content of Community Education program 5 4 3 2 1

9.)	To interface with other resource community agencies	5 4 3 2 1
10.)	To plan in-service programs	5 4 3 2 1
11.)	To establish a structure for "selling" the program to in-house personnel and community patrons	5 4 3 2 1
12.)	To establish a public information program with two-way flow of information and recommendations	5 4 3 2 1
13.)	To provide financial support for Community Education program	5 4 3 2 1
14.)	To provide for a plan of research, development and for evaluation of the Community Education program	5 4 3 2 1
15.)	To provide personnel needed to conduct continuous research and evaluation	5 4 3 2 1
16.)	To provide funds for research and evaluation activities	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

PRINCIPALS

Name_____ School District_____

Years in Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part I. Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of Principal in a Community Education program by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.)	To comprehend and implement policy and goals consistent with district philosophy	5 4 3 2 1
2.)	To employ procedures for establishing organizational goals	5 4 3 2 1
3.)	To serve as liaison between school and board of education, district offices, Community Education director, and community	5 4 3 2 1
4.)	To supervise assessment of program needs with the help of the community	5 4 3 2 1
5.)	To supervise planning of instructional and curricular programs	5 4 3 2 1
6.)	To supervise regarding program implementation	5 4 3 2 1
7.)	To apply problem identification and analysis procedures	5 4 3 2 1
8.)	To supervise planning and scheduling in accordance with available facilities and equipment	5 4 3 2 1
9.)	To assess climate of faculty and community toward Community Education	5 4 3 2 1
10.)	To clarify roles and responsibilities	5 4 3 2 1

11.)	To generate and maintain a supportive attitude with staff and community	5 4 3 2 1
12.)	To work through conflict situations	5 4 3 2 1
13.)	To recruit and select competent Community Education director	5 4 3 2 1
14.)	To supervise Community Education director	5 4 3 2 1
15.)	To evaluate competence of Community Education director	5 4 3 2 1
16.)	To plan all phases of Community Education program consistent with laws that relate to financing Community Education	5 4 3 2 1
17.)	To organize program with Community Education staff in harmony with financial resources available	5 4 3 2 1
18.)	To supervise and manage financial affairs relating to district and agency funds	5 4 3 2 1
19.)	To identify and utilize community resources which effect successful operation of the Community Education program	5 4 3 2 1
20.)	To plan and establish a public relations program relating to Community Education	5 4 3 2 1
21.)	To assist in developing and maintaining a productive Community Education council	5 4 3 2 1
22.)	To employ professional research techniques	5 4 3 2 1
23.)	To interpret research data	5 4 3 2 1
24.)	To evaluate the Community Education program in relation to education program goals	5 4 3 2 1
25.)	To utilize evaluative data to modify the Community Education program	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

PRINCIPALS

Name _____ School District _____

Years in Position _____ Total Years Educational Experience _____ Sex _____ Age _____

Part II Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code:

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Ability:

1.)	To comprehend and implement policy and goals consistent with district philosophy	5 4 3 2 1
2.)	To employ procedures for establishing organizational goals	5 4 3 2 1
3.)	To serve as liaison between school and board of education, district offices, Community Education director and community	5 4 3 2 1
4.)	To supervise assessment of program needs with the help of the community	5 4 3 2 1
5.)	To supervise planning of instructional and curricular programs	5 4 3 2 1
6.)	To supervise regarding program implementation	5 4 3 2 1
7.)	To apply problem identification and analysis procedures	5 4 3 2 1
8.)	To supervise planning and scheduling in accordance with available facilities and equipment	5 4 3 2 1
9.)	To assess climate of faculty and community toward Community Education	5 4 3 2 1
10.)	To clarify roles and responsibilities	5 4 3 2 1

11.)	To generate and maintain a supportive attitude with staff and community	5 4 3 2 1
12.)	To work through conflict situations	5 4 3 2 1
13.)	To recruit and select competent Community Education director	5 4 3 2 1
14.)	To supervise Community Education director	5 4 3 2 1
15.)	To evaluate competence of Community Education director	5 4 3 2 1
16.)	To plan all phases of Community Education program consistent with laws that relate to financing Community Education	5 4 3 2 1
17.)	To organize program with Community Education staff in harmony with financial resources available	5 4 3 2 1
18.)	To supervise and manage financial affairs relating to district and agency funds	5 4 3 2 1
19.)	To identify and utilize community resources which effect successful operation of the Community Education program	5 4 3 2 1
20.)	To plan and establish a public relations program relating to Community Education	5 4 3 2 1
21.)	To assist in developing and maintaining a productive Community Education council	5 4 3 2 1
22.)	To employ professional research techniques	5 4 3 2 1
23.)	To interpret research data	5 4 3 2 1
24.)	To evaluate the Community Education program in relation to education program goals	5 4 3 2 1
25.)	To utilize evaluative data to modify the Community Education program	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

PRINCIPALS

Name_____ School District_____

Years in Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part III Degree of Proficiency in Competency Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position ("5" indicates high proficiency or ability for you to do all aspects implied by the statement; "3" indicates a high understanding and ability for you to explain and supervise others who do what is implied; "1" indicates a knowledge of, but not much proficiency in, what is implied by the statement).

1.)	To comprehend and implement policy and goals consistent with district philosophy	5 4 3 2 1
2.)	To employ procedures for establishing organizational goals	5 4 3 2 1
3.)	To serve as liaison between school and board of education, district offices, Community Education director and community	5 4 3 2 1
4.)	To supervise assessment of program needs with the help of the community	5 4 3 2 1
5.)	To supervise planning of instructional and curricular programs	5 4 3 2 1
6.)	To supervise regarding program implementation	5 4 3 2 1
7.)	To apply problem identification and analysis procedures	5 4 3 2 1
8.)	To supervise planning and scheduling in accordance with available facilities and equipment	5 4 3 2 1
9.)	To assess climate of faculty and community toward Community Education	5 4 3 2 1
10.)	To clarify roles and responsibilities	5 4 3 2 1

11.)	To generate and maintain a supportive attitude with staff and community	5 4 3 2 1
12.)	To work through conflict situations	5 4 3 2 1
13.)	To recruit and select competent Community Education director	5 4 3 2 1
14.)	To supervise Community Education director	5 4 3 2 1
15.)	To evaluate competence of Community Education director	5 4 3 2 1
16.)	To plan all phases of Community Education program consistent with laws that relate to financing Community Education	5 4 3 2 1
17.)	To organize program with Community Education staff in harmony with financial resources available	5 4 3 2 1
18.)	To supervise and manage financial affairs relating to district and agency funds	5 4 3 2 1
19.)	To identify and utilize community resources which effect successful operation of the Community Education program	5 4 3 2 1
20.)	To plan and establish a public relations program relating to Community Education	5 4 3 2 1
21.)	To assist in developing and maintaining a productive Community Education council	5 4 3 2 1
22.)	To employ professional research techniques	5 4 3 2 1
23.)	To interpret research data	5 4 3 2 1
24.)	To evaluate the Community Education program in relation to education program goals	5 4 3 2 1
25.)	To utilize evaluative data to modify the Community Education program	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

Name_____ School District_____

Years In Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part I Effectiveness In Competency Directions: Read the competency statement and rate your effectiveness in the position of District Community Education Coordinator by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.)	To identify district Community Education goals and objectives for the overall program	5 4 3 2 1
2.)	To develop strategies for accomplishing goals and objectives	5 4 3 2 1
3.)	To provide advice to local unit coordinators in the development of goals	5 4 3 2 1
4.)	To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	5 4 3 2 1
5.)	To identify resources in the community	5 4 3 2 1
6.)	To develop programs which have district-wide application	5 4 3 2 1
7.)	To initiate structure through which the organization functions	5 4 3 2 1
8.)	To utilize various management systems and leadership styles	5 4 3 2 1
9.)	To develop a working knowledge of existing board policy	5 4 3 2 1
10.)	To advise the board on the development of needed Community Education policy	5 4 3 2 1

11.)	To develop regulations which define board policy dealing with Community Education	5 4 3 2 1
12.)	To prepare and present reports to the district board concerning fiscal status, intents, etc.	5 4 3 2 1
13.)	To develop budget information, such as sources of funding, cost estimates, etc.	5 4 3 2 1
14.)	To administer the adopted budget	5 4 3 2 1
15.)	To assess effectiveness of expenditures	5 4 3 2 1
16.)	To organize and coordinate the work of a district Community Education council	5 4 3 2 1
17.)	To communicate with all components of the community	5 4 3 2 1
18.)	To promote the Community Education concept through the various media	5 4 3 2 1
19.)	To employ human relations skills in all individual and group relationships	5 4 3 2 1
20.)	To recognize areas of conflict and engage effectively in conflict resolution	5 4 3 2 1
21.)	To consult with building unit coordinators and suggest alternatives to methods used	5 4 3 2 1
22.)	To utilize a coordinated approach to the various levels and roles involved in providing Community Education programs (A team approach)	5 4 3 2 1
23.)	To recruit, interview and recommend unit Community Education directors	5 4 3 2 1
24.)	To select support staff for the Community Education program	5 4 3 2 1
25.)	To provide pre-service, in-service, training and/or orientation for Community Education personnel	5 4 3 2 1
26.)	To develop specifications for job descriptions for the Community School personnel	5 4 3 2 1
27.)	To clarify the role of the Community Education directors and their relationships with district and local staffs	5 4 3 2 1

28.)	To evaluate the effectiveness of Community Education directors	5 4 3 2 1
29.)	To recognize the functions, needs, and problems of Community Education directors	5 4 3 2 1
30.)	To utilize both formal and informal methods of evaluation	5 4 3 2 1
31.)	To develop criteria upon which qualitative and quantitative judgments can be made	5 4 3 2 1
32.)	To assist the Community Education directors in the development of their instruments for the evaluation of programs	5 4 3 2 1
33.)	To compile and correlate the evaluations for district reports and recommendations for future programming	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

Name_____ School District_____

Years in Position_____ Total Years of Experience_____ Sex_____ Age_____

Part II Acquisition of Competency Directions: Read the competency statements and rate as to where you believe the competency should be acquired. Code:

Circle the appropriate number for each statement

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Ability:

1.) To identify district Community Education goals and objectives for the overall program 5 4 3 2 1

2.) To develop strategies for accomplishing goals and objectives 5 4 3 2 1

3.) To provide advice to local unit coordinators in the development of goals which are in consonance with district policy 5 4 3 2 1

4.) To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc. 5 4 3 2 1

5.) To identify resources in the community 5 4 3 2 1

6.) To develop programs which have district-wide application 5 4 3 2 1

7.) To initiate structure through which the organization functions 5 4 3 2 1

8.) To utilize various management systems and leadership styles 5 4 3 2 1

9.) To develop a working knowledge of existing board policy 5 4 3 2 1

10.)	To advise the board on the development of needed Community Education policy	5 4 3 2 1
11.)	To develop regulations which define board policy dealing with Community Education	5 4 3 2 1
12.)	To prepare and present reports to the district board concerning fiscal status, intents, etc.	5 4 3 2 1
13.)	To develop budget information, such as sources of funding, cost estimates, etc.	5 4 3 2 1
14.)	To administer the adopted budget	5 4 3 2 1
15.)	To assess effectiveness of expenditures	5 4 3 2 1
16.)	To organize and coordinate the work of a district Community Education council	5 4 3 2 1
17.)	To communicate with all components of the community	5 4 3 2 1
18.)	To promote the Community Education concept through the various media	5 4 3 2 1
19.)	To employ human relations skills in all individual and group relationships	5 4 3 2 1
20.)	To recognize areas of conflict and engage effectively in conflict resolution	5 4 3 2 1
21.)	To consult with building unit coordinators and suggest alternatives to methods used	5 4 3 2 1
22.)	To utilize a coordinated approach to the various levels and roles involved in providing Community Education programs (A team approach)	5 4 3 2 1
23.)	To recruit, interview and recommend unit Community Education directors	5 4 3 2 1
24.)	To select support staff for the Community Education program	5 4 3 2 1
25.)	To provide pre-service, in-service, training and/or orientation for Community Education personnel	5 4 3 2 1

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26.) To develop specifications for job descriptions for the Community School personnel 5 4 3 2 1

27.) To clarify the role of the Community Education directors and their relationships with district and local staffs 5 4 3 2 1

28.) To evaluate the effectiveness of Community Education directors 5 4 3 2 1

29.) To recognize the functions, needs, and problems of Community Education directors 5 4 3 2 1

30.) To utilize both formal and informal methods of evaluation 5 4 3 2 1

31.) To develop criteria upon which qualitative and quantitative judgments can be made 5 4 3 2 1

32.) To assist the Community Education directors in the development of their instruments for the evaluation of programs 5 4 3 2 1

33.) To compile and correlate the evaluations for district reports and recommendations for future programming 5 4 3 2 1

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COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

Name_____ School District_____

Years in Position_____ Total Years Educational Experience_____ Sex_____ Age_____

Part III Degree of Proficiency in Competency

Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position ("5" indicates high proficiency or ability for you to do all aspects implied by the statement; "3" indicates a high understanding and ability for you to explain and supervise others who can do what is implies; "1" indicates a knowledge of, but not much proficiency in, what is implied by the statement).

Ability:

1.)	To identify district Community Education goals and objectives for the overall program	5 4 3 2 1
2.)	To develop strategies for accomplishing goals and objectives	5 4 3 2 1
3.)	To provide advice to local unit coordinators in the development of goals which are in consonance with district policy	5 4 3 2 1
4.)	To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	5 4 3 2 1
5.)	To identify resources in the community	5 4 3 2 1
6.)	To develop programs which have district-wide application	5 4 3 2 1
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10.)	To advise the board on the development of needed Community Education policy	5 4 3 2 1
11.)	To develop regulations which define board policy dealing with Community Education	5 4 3 2 1
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25.)	To provide pre-service, in-service, training and/or orientation for Community Education personnel	5 4 3 2 1

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27.)	To clarify the role of the Community Education directors and their relationships with district and local staffs	5 4 3 2 1
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29.)	To recognize the functions, needs and problems of Community Education directors	5 4 3 2 1
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31.)	To develop criteria upon which qualitative and quantitative judgments can be made	5 4 3 2 1
32.)	To assist the Community Education directors in the development of their instruments for the evaluation of programs	5 4 3 2 1
33.)	To compile and correlate the evaluations for district reports and recommendations for future programming	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name_____ School District_____

Years in Position_____Total Years Educational Experience____Sex_____Age_____

Part I Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of Community Education Director by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.)	To provide motivation for staff, students and community members for participation in Community Education program	5 4 3 2 1
2.)	To adapt to changing situations concerning community needs	5 4 3 2 1
3.)	To offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives	5 4 3 2 1
4.)	To delegate responsibilities and live with results	5 4 3 2 1
5.)	To serve as facilitator for decision making, group planning, etc.	5 4 3 2 1
6.)	To educate the community about the Community Education concept	5 4 3 2 1
7.)	To establish and maintain positive relationships with school district	5 4 3 2 1
8.)	To utilize community agencies	5 4 3 2 1
9.)	To survey, interpret and meet community needs	5 4 3 2 1

10.)	To recruit and encourage community participation	5 4 3 2 1
11.)	To identify and use human and physical resources	5 4 3 2 1
12.)	To coordinate and schedule use of facilities with other administrators	5 4 3 2 1
13.)	To organize goals and objectives for the program	5 4 3 2 1
14.)	To implement the program	5 4 3 2 1
15.)	To evaluate the program's effectiveness on continuous basis	5 4 3 2 1
16.)	To provide in-service opportun'ties	5 4 3 2 1
17.)	To plan and present a workable budget	5 4 3 2 1
18.)	To find many sources of funding to implement the Community Education program	5 4 3 2 1
19.)	To maintain an accurate financial record system	5 4 3 2 1
20.)	To specify job requirements	5 4 3 2 1
21.)	To recruit, interview and select personnel	5 4 3 2 1
22.)	To assess and evaluate performance	5 4 3 2 1
23.)	To supervise Community Education staff	5 4 3 2 1
24.)	To promote cooperation with day staff	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name_____ School District_____

Years in Position_____Total Years Educational Experience_____Sex_____Age_____

Part II Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code:

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Circle the appropriate number for each statement

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education program 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

3.) To offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives 5 4 3 2 1

4.) To delegate responsibilities and live with results 5 4 3 2 1

5.) To serve as facilitator for decision making, group planning, etc. 5 4 3 2 1

6.) To educate the community about the Community Education concept 5 4 3 2 1

7.) To establish and maintain positive relationships with school district administrators, school personnel and community members 5 4 3 2 1

8.) To utilize community agencies 5 4 3 2 1

9.)	To survey, interpret and meet community needs	5 4 3 2 1
10.)	To recruit and encourage community participation	5 4 3 2 1
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12.)	To coordinate and schedule use of facilities with other administrators	5 4 3 2 1
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16.)	To provide in-service opportunities	5 4 3 2 1
17.)	To plan and present a workable budget	5 4 3 2 1
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20.)	To specify job requirements	5 4 3 2 1
21.)	To recruit, interview and select personnel	5 4 3 2 1
22.)	To assess and evaluate performance	5 4 3 2 1
23.)	To supervise Community Education staff	5 4 3 2 1
24.)	To promote cooperation with day staff	5 4 3 2 1

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name_____ School District_____

Years in Position_____Total Years Educational Experience_____Sex_____Age_____

Part III Degree of Proficiency in competency

Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position ("5" indicates high proficiency or ability for you to do all aspects implied by the statement; "3" indicates a high understanding and ability for you to explain and supervise others who can do what is implied; "1" indicates a knowledge of, but not much proficiency in, what is implied by the statement).

Ability:

1.)	To provide motivation for staff, students and community members for participation in Community Education programs	5 4 3 2 1
2.)	To adapt to changing situations concerning community needs	5 4 3 2 1
3.)	To offer leadership through effective two-way communication in challenging outdated	5 4 3 2 1
4.)	To delegate responsibilities and live with results	5 4 3 2 1
5.)	To serve as facilitator for decision making, group planning, etc.	5 4 3 2 1
6.)	To educate the community about the Community Education concept	5 4 3 2 1
7.)	To establish and maintain positive relationships with school district administrators, school personnel and community members	5 4 3 2 1

8.)	To utilize community agencies	5 4 3 2 1
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14.)	To implement the program	5 4 3 2 1
15.)	To evaluate the program's effectiveness on continuous basis	5 4 3 2 1
16.)	To provide in-service opportunities	5 4 3 2 1
17.)	To plan and present a workable budget	5 4 3 2 1
18.)	To find many sources of funding to implement the Community Education program	5 4 3 2 1
19.)	To maintain an accurate financial record system	5 4 3 2 1
20.)	To specify job requirements	5 4 3 2 1
21.)	To recruit, interview and select personnel	5 4 3 2 1
22.)	To assess and evaluate performance	5 4 3 2 1
23.)	To supervise Community Education staff	5 4 3 2 1
24.)	To promote cooperation with day staff	5 4 3 2 1

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CHAPTER 4

A PROJECT TO IDENTIFY AND DEVELOP COMPETENCY-BASED STAFF EVALUATION CRITERIA AND INSTRUMENTATION IN COMMUNITY EDUCATION 1977-78

FUNDED BY A GRANT
FROM THE
UNITED STATES OFFICE OF EDUCATION
TO

THE SOUTHWEST REGIONAL CENTER
FOR COMMUNITY EDUCATION DEVELOPMENT

A JOINT PROJECT OF
ARIZONA STATE UNIVERSITY
AND
THE CHARLES STEWART MOTT FOUNDATION
DR. BRIAN P. MILLER, PROJECT DIRECTOR

INTRODUCTION AND OVERVIEW

In the past decade education professionals have been engaged in scrutinizing the requirements for satisfactory performance in their field. Both teachers and administrators have become aware of the need to define the parameters of performance so that effective controls can be enforced on those seeking to enter or already in the profession. This trend toward competency identification and assessment resembles earlier efforts in other professions, most notably medicine and law.

Similarly, in the development of community education as a profession, it has become increasingly evident that there is a need to define competencies required for satisfactory administrative performance. Additionally, sources for and required levels of attainment, as well as means for assessing competencies, are needed. With the advent of expanded community education programs at the local level along with the involvement of state and federal governments in community education, a need has also been recognized for the identification of pre-service training elements, state agency requirements, and local agency personnel evaluation criteria in community education. This need for substantive and ongoing research and development in community education competencies was the basis upon which the present project was built. This project was developed by the Southwest Regional Center for Community Education Development, Arizona

State University; and funded by the United States Office of Education. It brought together community educators from school districts, the state education agency, and the university to identify and field test competencies determined to be essential in four community education roles. These roles were: superintendent, district coordinator, principal, and building level director. This process generated a data bank of validated competency statements and permitted an initial trial of an on-the-job assessment procedure. The Arizona State University effort was the first attempt to identify and validate competence using empirical methods in roles critical to community education programs.

Purpose of the Study

The purpose of this project was to test a procedure for assessing on-the-job competency of administrators and supervisors of Community Education programs using sets of competency statements already generated and validated. The resulting data were employed in clarifying roles, identifying role conflict and situation-specific conditions such that results were valid in assessment of performance, and the planning of in-service development for those occupying the roles studied. Data which were generalizable would be examined and made available in a research report and monograph for those interested in applying the instrument and procedures in other settings, in planning pre-service programs of preparation, and in the certification of professional personnel for these roles.

METHODOLOGY

This phase contained two inter-related components: training and assessment and evaluation.

Training, Data Gathering, and Assessment

The steps in this component were:

1. Competencies already identified and validated in the first phase were used in the preparation of instruments for self-assessment by role incumbents and assessment by significant others of "ideal" and 'actual" performance on-the-job. These instruments were both Ideal and Real Form.
2. Training sessions for community educators participating in the project were held prior to the administration of the instruments. This training focused on administrators completing instruments for their own roles but was structured so that those trained could then train others within their districts or in other districts.
3. The Ideal version of the instrument was administered and ratings of importance of competencies were gathered from all participants.
4. The Real version of the instrument was administered, and ratings of actual performance were obtained.
5. Data were analyzed with the Quadrant Assessment Model. The analysis served to further validate the competencies employed and to identify situation-specific competencies and the competencies over which role conflict exists.

6. From the analyses, profiles were prepared for individuals and for composites of each role. These profiles were the basis for a culminating training session in which items in both the Ideal and Real Forms were discussed by members of similar role categories. In addition, district teams met to discuss training and planning needs identified by the project.

Step II - Project Evaluation

1. The composite profiles for each of the four roles and other information collected was given to an Evaluation-Dissemination Panel. The Evaluation-Dissemination Panel evaluated both the process employed and the products.
2. The project staff and the Evaluation-Dissemination Panel examined questions which arose surrounding: a) the process employed; b) instruments; c) concepts underlying competency-based assessment and d) cost benefits involved.
3. The Evaluation-Dissemination Panel determined whether the composite profiles represented data which were generalizable to the field and determined the most appropriate means of dissemination given resource limitations and practitioner needs.

The personnel trained, the data base generated, and the experience with the process also suggested further developmental efforts.

MAJOR FINDINGS

As a result of Phase II of the project, the following items could be examined: 1) the Ideal Profile of Phase II in comparison to the Ideal Profile of Phase I; 2) the Ideal Profile of Phase II in comparison to the Real-Others Profile; and 3) the process employed in the project.

The Ideal Profile

It was the intent of the research team to replicate the development of the Ideal Profile for each of the role categories involved in the project in order to determine if the Phase II Profile was similar to the Phase I Ideal Profile. If there were great similarities, it could be assumed that the Ideal Profile developed by the project has some reliability.

Comparisons of the two profiles, however, did not demonstrate similarity or, thus, reliability. This lack of similarity can be seen in the Ideal Profiles for Phase I and II for each of the role categories, which appear in Table 9. The research team and participants in the project examined the differences between the Ideal Profiles so that some explanation of apparent variations could be provided. Both team members and project participants agreed that, in general, differences were due to sample differences. That is, districts involved in Phase II tended to be smaller and more rural than those in Phase I; in addition, Phase II districts generally had limited experience in community education,

having been involved in it only a few years, while Phase I districts had more extensive experience. These differences, it was thought, affected the perceptions as to appropriate competencies for each of the role categories as well as the importance of particular competencies in specific situations.

Specific items were discussed for each of the profiles. Those most significant were:

1. In the superintendency: Items 1, 3, and 13, which pertain to developing board policies, developing receptivity for community education in school district personnel, and providing financial support for community education, were rated high in both phases. Superintendents felt that these three items were, and would continue to be, particularly important. Superintendents from Phase II districts were much less concerned about their role in teacher in-service, intradistrict communication, and community involvement for community education. At the same time, they were more concerned with information, whether it be information channels and networks to community agency personnel or internal information generation of a research and evaluation nature.

2. For the principalship: There was little agreement on Item 4 (supervision and assessment of program needs); some participants felt this was a high priority, while others felt it was not the principal's job. This area was identified as one needing role clarification. Similarly, participants were not in agreement as to the principal's role with the advisory council (Item 21).

   Phase II principals ranked program needs assessment and evaluation as more important than did Phase I principals. Apparently, there was a need for greater control of program quality by Phase II principals.

3. For the district coordinator: There was some concern that items were written for districts with different organizational structures than their own. This was seen in items like 10 and 12 which spoke to the relationship between the coordinator and the school board. Phase II district coordinators did not feel they had an important role in pre-service and in-service training and orientation; they saw themselves as much less involved in selecting, training, supervising, and informing personnel either directly or indirectly involved in community education.

4. For the building directorship: Phase II directors were especially concerned with publicity and with advisory councils which they felt were not mentioned specifically in the competencies. They noted that although they rated program evaluation (Items 12 and 15) as relatively low, they suspected this might change over time and with further program development. They also felt that Phase II priorities reflected a greater process, rather than program, orientation.

Despite changes from year to year, the important consideration at this point regarding the Ideal Profiles is not so much their ability to be reliable over time as their usefulness as yardsticks by which groups can begin to develop their own situation-specific competencies that will be accurate for their particular time and locale. Presumably, if the study were replicated enough times in a variety of situations across the country, an Ideal Profile for each of the four role categories with some degree of stability could be developed.

TABLE 9

COMPARISON OF IDEAL PROFILES

PHASE I AND PHASE II

ROLE CATEGORY		IDEAL PROFILE, PHASE I		IDEAL PROFILE, PHASE II
Superintendent[1]		1-3		10**
	High Priority	12	High Priority	3
		9		13
		14		5
		15		4**
		13		1
		5		8**
	Low Priority	8	Low Priority	2
		6		12*
		4-7-16-11		6
		2		11
		10		9*
				7-14*
Principal		10		1
	High Priority	11	High Priority	2-3
		2-24		11-12
		1		8
		3		6**
		4		10
		12		7
		8		5
		5		9**
		13		13
		25		
		7		
	Low Priority	21	Low Priority	24*-25*
		23		4*
		15		15
		22		21
		20		14
		9		19
		6		20
		17		18
		14		23
		16		22
		19		17
		18		16

[1]Items 15 and 16 for Superintendent deleted in Phase II
[2]Item 31 for Community Education Coordinator deleted in Phase II
[3]Items 10,17,18,24 for Community School Director deleted in Phase II

*Item in Phase II which rated higher in Phase I

**Item in Phase II which rated lower in Phase I

TABLE 9 (continued)

ROLE CATEGORY	IDEAL PROFILE, PHASE I		IDEAL PROFILE, PHASE II	
Community Education Coordinator	High Priority	11 13-1 3-5-6 25-27 33 2 23 26-28 9-19 10 22	High Priority	19 5-6-9-14**-29** 7** 2-18** 17** 10 13 33 15** 1 11-30**
	Low Priority	16 24 7 14 15 8-21 17-18-20-31 4 30 32 29 12	Low Priority	25* 20 27* 16 22* 12 26* 32 28* 8-24 23 4 21 3*
Community School Director	High Priority	1 10-14 24 7 2-6 9 8-11 23 4	High Priority	1 7 12** 2-5** 6 9-23 21** 13**-14-22**
	Low Priority	15-16 13-3 22 17 12 21 5 20 18 19	Low Priority	3 16 19 20 8* 11* 15 4*

Ideal - Real Profile Comparisons

In a self-assessment exercise, project participants were able to develop an understanding of both the Ideal Profile for their role and their own Real Profile as determined by themselves. Comparisons using the Quadrant Assessment Model can be made of these profiles which are presented in Tables 10 through 13. These comparisons yield the following conclusions:

1. Superintendents feel they are not at a high enough competency level in planning in-service programs and involving the community in determining the content of community education.
2. Superintendents are overemphasizing their role in program development and implementation (Items 2 and 7).
3. Principals feel they need greater competence in problem identification and analysis (Item 7).
4. District coordinators feel they need greater competence in developing policies, budget management, and evaluation (Items 11, 15, and 30).
5. District coordinators are overemphasizing reports to the board, consulting with and directing building directors and staff selection (Items 12, 21, and 24).

6. Building directors feel they need greater competence in working with and informing community members, assessing community needs, and staff selection and evaluation (Items 5, 6, 9, 21, and 22).
7. Building directors are overemphasizing the identification and use of community resources (Items 8 and 11).

TABLE 10:

SUPERINTENDENT COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
	10	2-5
	3	4
H	13	7
I	5	1
G	4	3
	1	13
H	8	9
	2	12
	12	11
L	6	8
	11	10
O	9	6
W	7-14	15
		14
		16

TABLE 11:

BUILDING PRINCIPAL COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
	1	1-11
	2-3	3
H	11-12	2
	8	12
I	6	8
G	10	5
H	7	9
	5	10
	9	6
	13	13
		15
		19
	24-25	14
	4	7
	15	20
L	21	18
	14	4
O	19	24
W	20	23
	18	25
	23	17
	22	21
	17	22
	16	16

TABLE 12:

DISTRICT COORDINATOR COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
	19	5
	5-6-9-14-29	14
	7	9-19
H	2-18	18
I	17	6
	10	13
G	13	1
H	33	10
	15	21
	1	7
	11-30	2
		12
		24
		17
	25	22
	20	15
	27	8-30
	16	11
	22	29
	12	20
L	26	4
O	32	31
W	28	33
	8-24	25
	23	28
	4	3
	21	26
	3	27
		16
		23

TABLE 13:

COMMUNITY SCHOOL DIRECTOR COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
H	1	14
I	7	12
G	12	8
H	2-5	7
	6	18
	9-23	24
	21	2-23
	13-14-22	11-13
		10
L	3	1-15
O	16	19
W	19	6
	20	3
	8	5-22
	11	17
	15	4
	4	9-21
		20
		16

Finally, the project allowed comparisons between individuals' self-assessments and others' assessment of their performance. Table 14 shows this comparison for superintendents. The two aggregate Real profiles are very similar. This was true for other positions as well. All seven competencies listed as high in the Real-Others profile appear as high in the Real-Self profile. This indicates that the superintendents and their subordinates agree on which competencies are actually being practiced by superintendents in the position. However, neither Real profile matches the Ideal profile, suggesting that although respondents agree on what <u>is</u> actually being done, they do <u>not</u> feel that is what <u>ought</u> to be done. On a district-by-district basis, however, considerable differences were uncovered. Table 15 illustrates data for the district coordinator of one district. The priority ranking for Real-Self is based only on the coordinator's self-assessment (not on the aggregate real). The priority ranking for Real-Others is based on assessments given by three other individuals; their rankings were summed and means and standard deviations were found in order to establish the priority ranking.

The profiles in Table 15 show that in general others rated the coordinator more highly than did the coordinator. However, it is not the absolute ratings which are important here and for the QAM as the relative ratings, since the

absolute ratings are subject to a personal interpretation as to the significance of a particular numerical value (that is, one person's "4" may be another person's "5"). By comparing relative rankings, it can be seen that the coordinator gave a higher ranking to Items 5, 19, and 33 and a lower ranking to Items 2, 7, 20, 22, 29, 8 and 11 than did the others. These items, then, can serve, as they did at the project training session, for the discussion of role expectations and conflict and identification of areas where in-service training or further discussion are warranted.

TABLE 14:

COMPARISON OF ASSESSMENTS
OF
SUPERINTENDENTS' PERFORMANCE--SEI F AND OTHERS'

	AGGREGATE REAL-SELF	AGGREGATE REAL-OTHERS
	ITEM NUMBER	ITEM NUMBER
	2-5	5
H	4	2
I	7	7
G	1	4
H	3	3
	13	1
	9	9
	12	12
	11	11
L	8	8
O	10	6
W	6	14
	15	15
	14	10

TABLE 15:

COMPARISON OF REAL-SELF AND REAL-OTHERS PROFILES
FOR
COMMUNITY EDUCATION COORDINATOR
SOMEWHERE UNIFIED SCHOOL DISTRICT

	REAL-SELF	REAL-OTHERS
	ITEM NUMBER	ITEM NUMBER
H	12-13	4-6-10-12-18-
I	1-3-4-5-6-10-	26-27
G	14-18-19-21-	(all ranked 5.0, with sd=0.0)
H	25-26-27-33	1-2-3-7-8-11-13-
	(all ranked 4.0)	14-20-21-22-25-29
		(all ranked 4.67, with sd=.58)
	2-7-9-15-17-20-	5-9-15-16-17-19-
L	22-24-29	28-30-31-32-33
	(all ranked 3.0	(all ranked 4.33, with sd=.58)
O	8-11-16-23-28-30-	
W	31-32	
	(all ranked 2.0)	

The Process

We reiterate the importance of process throughout this research report since the research team found a real value of the project was in personal professional development. Essentially, there were four outcomes independent of the findings of the study that were directly attributable to the fact that practitioners participated in a field-based study. The first and most apparent outcome was that individuals began to clarify their own roles in community education and those of others. This exercise was valuable in beginning to develop a consensus as to what the various community education roles are or should be.

The second outcome was the visibility provided community education in the public school programs. Superintendents and principals developed a greater awareness of the skills and responsibilities required of community education. Thus, by bringing together teams from various districts, a better understanding of community education was facilitated.

A third outcome was in the project findings. Inasmuch as school practitioners were directly responsible for generating the data, the confidence in the data and its use in school settings was very high. It is evidently important to school administrators to know they, or credible peers, were responsible in the development of data for the description and evaluation of their positions.

A fourth outcome of group participation was that individual community educators were able to diagnose personal areas of weakness in a non-threatening environment. Each individual who participated in the study could assess his or her own performance through the development of Ideal, Real-Self, and Real-Others profiles. This enabled individuals to determine the type of competencies that they possessed and those they needed in order to strengthen their performance. Some of the in-service needs identified by project participants were:

1. Superintendents

    a. Strategies for conflict management
    b. Human relations skills
    c. Needs assessments
    d. Effective communication channels and methods

2. Principals

    a. Community Education process
    b. Role clarification
    (in-service needs tended to be closely linked to the stage of program development)

3. District Coordinators

    a. Policy development
    b. Human relations skills
    c. Evaluation

4. Building Directors

    a. Staff development
    b. Community awareness
    c. Personnel selection and training

Finally, project participants identified training methodologies they felt were most appropriate for the identified competency areas. This information was not an intended outcome of the project but is useful to professionals responsible for providing training to those districts.

PROJECT RESULTS AND APPLICATIONS

Results

The results of two years of work may be summarized as follows:

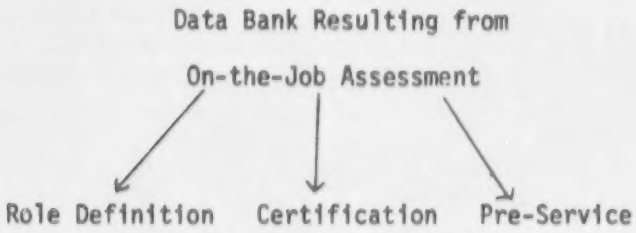
1. Process. The field-based, user-centered design of the project allowed for the trial and development of a participatory data-gathering model. The process may now be repeated elsewhere with a fair amount of assurance that the products generated will be reliable. A thorough explanation of the assessment procedure is outlined in Volume III: The Manual, which describes the steps and ingredients required to repeat this process.

2. Instruments and Methodology. Instruments for the development of Ideal and Real profiles for the four role positions are now available. These are available in Volume II: The Monograph. As a result of Phase II, competency-based evaluation methods are also available.

3. The Quadrant Assessment Model. The Quadrant Assessment Model is a field-tested, data-gathering technique which has been a powerful tool in the description of roles and in the assessment of needs in those roles in educational administration. It has now been tested by Southwest community educators and can be applied elsewhere with some confidence.

Applications

A full discussion of the applications of this project appears in Volume II: The Monograph. The paradigm below briefly suggests ways in which these findings can be applied.



Clearly, the data bank from the Quadrant Assessment Model for competency assessment can play an important role in training, performance evaluation, and program development. Planners will now know individuals' perceived and real needs and can develop programs for individualized or team training. Consequent evaluation of needed competencies will allow for continuing revision and sharpening of focus in training and certification programs.

Concluding Remarks

The work of Arizona State University's Southwest Regional Center for Community Education Development, in concert with the University of Utah's Research and Development Laboratory, is developmental. The abiding weakness of a competency-based approach is that competency statements are situation-specific. That is, they have content validity only for the group of administrators generating them, only in the geographic locale where they were derived, and only for a short period of time after their development. Consequently, there is a need to do future work in a number of areas:

1. Work of the type described in this document needs to be repeated in community education circles around the country. Eventually we will approach the point where predictive validity will be possible. As our list of needed competencies becomes more stable, it will be possible to describe more precisely the national nature of each community education role.

2. At present we lack information regarding the correlates between training and on-the-job performance. We are without any viable assurance, save our intuition, that experience in university pre-service training programs and on-the-job performance demands are related. A great deal of work lies ahead in developing these correlates and subsequent revisions, and the data from this project can serve as a springboard for that work.

3. Indicators of competence are admittedly crude. What is needed is the development of a set of indicators of competence that have some degree of specificity, as well as accuracy, and ease of application, since without good indicators, the competency-based model lacks comprehensiveness and applicability. The development of imaginative and accurate indicators is badly needed as a continuation of this work.

APPENDIX A

IDEAL COMPETENCIES IN COMMUNITY EDUCATION ADMINISTRATION AS DEVELOPED IN WORKSHOPS HELD BY THE SOUTHWEST REGIONAL CENTER FOR COMMUNITY EDUCATION DEVELOPMENT

IDEAL COMPETENCY RATING INSTRUMENT

SUPERINTENDENT

NAME _____ SCHOOL _____

DATE _____ DISTRICT _____

Directions: The list below of competency statements for the position of Superintendent was developed and validated by a group of Superintendents and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale, the ratings are as follows:

5 = Very Important (for a Superintendent in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Assume leadership in the development of board policies regarding Community Education's relationship to the total education program	5	4	3	2	1	0
2)	Encourage diversity in the total program of the district as desired by community	5	4	3	2	1	0
3)	Develop receptivity on the part of school district personnel and community patrons for Community Education	5	4	3	2	1	0
4)	Effect communications with patrons in the district	5	4	3	2	1	0
5)	Identify problems and manage conflicts	5	4	3	2	1	0

6)	Organize district programs, personnel, and facilities	5	4	3	2	1	0
7)	Through needs assessment involve the community in determining the content of the Community Education program	5	4	3	2	1	0
8)	Interface with other community resources and agencies	5	4	3	2	1	0
9)	Foster the personal growth and development of all staff and faculty, including that of self	5	4	3	2	1	0
10)	Establish a public information program with two-way flow of information and recommendations	5	4	3	2	1	0
11)	Provide leadership in securing financial support for Community Education programs	5	4	3	2	1	0
12)	Provide for a plan of research, development and evaluation for the Community Education program	5	4	3	2	1	0

IDEAL COMPETENCY RATING INSTRUMENT

PRINCIPAL

NAME _____ SCHOOL _____

DATE _____ DISTRICT _____

Directions: The list below of competency statements for the position of Principal was developed and validated by a group of Principals and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale the ratings are as follows:

5 = Very Important (for a Principal in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Comprehend and implement policy and goals consistent with district philosophy	5	4	3	2	1	0
2)	Employ procedures for establishing organizational goals	5	4	3	2	1	0
3)	Serve as liaison between school and Board of Education, district offices, Community Education director, and community	5	4	3	2	1	0
4)	Supervise assessment of program needs with the help of the community	5	4	3	2	1	0
5)	Supervise planning of instructional and curricular programs	5	4	3	2	1	0
6)	Supervise program implementation	5	4	3	2	1	0

7)	Apply problem-solving procedures	5	4	3	2	1	0
8)	Supervise planning and scheduling in accordance with available facilities and equipment	5	4	3	2	1	0
9)	Assess school and community attitudes toward Community Education	5	4	3	2	1	0
10)	Clarify roles and responsibilities in the Community School	5	4	3	2	1	0
11)	Generate and maintain a supportive attitude with staff and community	5	4	3	2	1	0
12)	Work through conflict situations	5	4	3	2	1	0
13)	Recruit and select a competent Community Education Director	5	4	3	2	1	0
14)	Supervise the Community Education Director	5	4	3	2	1	0
15)	Regularly evaluate the competence of Community Education Director	5	4	3	2	1	0
16)	Plan all phases of Community Education program consistent with laws that relate to financing Community Education	5	4	3	2	1	0
17)	Organize program with Community Education staff in harmony with financial resources available	5	4	3	2	1	0
18)	Supervise and manage financial affairs relating to district and agency funds	5	4	3	2	1	0
19)	Identify and utilize community resources which effect successful operation of the Community Education program	5	4	3	2	1	0
20)	Plan and establish a public relations program relating to Community Education	5	4	3	2	1	0
21)	Assist in developing and maintaining a productive Community Education council	5	4	3	2	1	0
22)	Employ professional research techniques	5	4	3	2	1	0
23)	Interpret research data	5	4	3	2	1	0
24)	Evaluate the Community Education program in relation to education program goals	5	4	3	2	1	0
25)	Utilize evaluative data to modify the Community Education program	5	4	3	2	1	0

IDEAL COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

NAME_____ SCHOOL_____

DATE_____ DISTRICT_____

Directions: The list below of competency statements for the position of District Community Education Coordinator was developed and validated by a group of Coordinators and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale, the ratings are as follows:

5 = Very Important (for a Coordinator in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Identify district Community Education goals and objectives for the overall program	5 4 3 2 1 0
2)	Develop strategies for accomplishing goals and objectives	5 4 3 2 1 0
3)	Provide advice to local unit coordinators in the goal development process	5 4 3 2 1 0
4)	Assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	5 4 3 2 1 0
5)	Identify resources in the community	5 4 3 2 1 0
6)	Develop programs which meet identified district-wide needs	5 4 3 2 1 0
7)	Develop structures through which the Community Education program functions	5 4 3 2 1 0

8)	Utilize various management systems and leadership styles	5	4	3	2	1	0
9)	Have a working knowledge of existing board policy as it relates to Community Education	5	4	3	2	1	0
10)	Advise the Board through proper channels on the development of needed Community Education policy	5	4	3	2	1	0
11)	Develop regulations which define board policy dealing with Community Education	5	4	3	2	1	0
12)	Prepare and present reports to the board through proper channels concerning fiscal status, intents, etc.	5	4	3	2	1	0
13)	Develop a budget and furnish information, such as sources of funding, cost estimates, etc.	5	4	3	2	1	0
14)	Administer the adopted budget	5	4	3	2	1	0
15)	Assess effectiveness of expenditures	5	4	3	2	1	0
16)	Facilitate, guide and coordinate the work of a district Community Education council	5	4	3	2	1	0
17)	Communicate with all segments and elements of the community	5	4	3	2	1	0
18)	Promote the Community Education concept through the various media	5	4	3	2	1	0
19)	Employ effective human relations skills	5	4	3	2	1	0
20)	Engage effectively in conflict resolution	5	4	3	2	1	0
21)	Provide building unit coordinators with alternative problem solutions	5	4	3	2	1	0
22)	Utilize a team approach at the various organizational levels in providing Community Education programs	5	4	3	2	1	0
23)	Recruit, interview and recommend unit Community Education directors	5	4	3	2	1	0
24)	Select support staff for the Community Education program	5	4	3	2	1	0
25)	Provide pre-service, in-service, training and/or orientation for Community Education personnel	5	4	3	2	1	0

26)	Develop specifications for job descriptions for the Community School personnel	5	4	3	2	1	0
27)	Clarify the role of the Community Education directors and their relationships with district and local staffs	5	4	3	2	1	0
28)	Evaluate the effectiveness of Community Education directors	5	4	3	2	1	0
29)	Recognize the functions, needs, and problems of Community Education	5	4	3	2	1	0
30)	Utilize comprehensive methods of evaluation	5	4	3	2	1	0
31)	Assist the Community Education directors in the development of their instruments for the evaluation of programs	5	4	3	2	1	0
32)	Compile and analyze the evaluations for district reports and make recommendations	5	4	3	2	1	0

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IDEAL COMPETENCY RATING INSTRUMENT

COMMUNITY SCHOOL DIRECTOR

NAME _____ SCHOOL _____

DATE _____ DISTRICT _____

Directions: The list below of competency statements for the position of Community School Director was developed and validated by a group of Directors and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale, the ratings are as follows:

5 = Very Important (for a Director in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Provide a community school program in which students and community members will participate	5 4 3 2 1 0
2)	Work with staff in understanding their role in Community Education and in supporting and working effectively with Community Education	5 4 3 2 1 0
3)	Respond to changing situations within the community and adapt the program to meet changing needs using Community Council input	5 4 3 2 1 0
4)	Use effective two-way communication	5 4 3 2 1 0
5)	Appropriately assign work and monitor results -- delegating responsibility	5 4 3 2 1 0

6)	Work with school and community groups in assessment, planning, decision making and evaluation --facilitate the problem-solving process	5	4	3	2	1	0
7)	Educate the community about the Community Education Concept	5	4	3	2	1	0
8)	Develop and disseminate public relations materials	5	4	3	2	1	0
9)	Establish and maintain positive working and personal relationships with school and community people	5	4	3	2	1	0
10)	Promote an atmosphere which encourages positive interactions -- environment of trust	5	4	3	2	1	0
11)	Cooperate with community agencies to result in mutual benefits -- exchange of assets	5	4	3	2	1	0
12)	Work with the Council to assess community needs and to program accordingly	5	4	3	2	1	0
13)	Identify and use human, financial and physical resources	5	4	3	2	1	0
14)	Obtain, coordinate and schedule use of facilities	5	4	3	2	1	0
15)	Keep accurate records	5	4	3	2	1	0
16)	Identify and prioritize goals and objectives for the Community School program	5	4	3	2	1	0
17)	Manage Community Education programs and services						
18)	Establish an evaluation process to assess program effectiveness on a continuous basis	5	4	3	2	1	0
19)	Provide and participate in in-service opportunities	5	4	3	2	1	0
20)	Maintain an accurate financial record system	5	4	3	2	1	0
21)	Specify job requirements for Community School staff (paid and volunteer)	5	4	3	2	1	0
22)	Recruit, interview and select personnel for the Community School program	5	4	3	2	1	0
23)	Supervise and evaluate the performance of Community School staff	5	4	3	2	1	0
24)	Promote cooperation between day and evening Community School staff	5	4	3	2	1	0

APPENDIX B

REAL COMPETENCIES

IN COMMUNITY EDUCATION ADMINISTRATION

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

SUPERINTENDENT

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF _____

Directions: The list of competency statements for the position of Superintendent below is a list developed and validated for this position. You are asked to rate the performance of the person listed above as you perceive his/her performance to be in terms of each competency. A rating of 5 means that you feel that this superintendent is performing at the highest level of effectiveness; a rating of 1 means that you feel the superintendent is performing at the lowest level of effectiveness.

Importance of Ability to:

1) Assume leadership in the development of board policies regarding Community Education's relationship to the total education program	5 4 3 2 1 0
2) Encourage diversity in the total program of the district as desired by community	5 4 3 2 1 0
3) Develop receptivity on the part of school district personnel and community patrons for Community Education	5 4 3 2 1 0
4) Effective communications with patrons in the district	5 4 3 2 1 0
5) Identify problems and manage conflicts	5 4 3 2 1 0

6)	Organize district programs, personnel, and facilities	5	4	3	2	1	0
7)	Through needs assessment involve the community in determining the content of the Community Education program	5	4	3	2	1	0
8)	Interface with other community resources and agencies	5	4	3	2	1	0
9)	Foster the personal growth and development of all staff and faculty, including that of self	5	4	3	2	1	0
10)	Establish a public information program with two-way flow of information and recommendations	5	4	3	2	1	0
11)	Provide leadership in securing financial support for Community Education programs	5	4	3	2	1	0
12)	Provide for a plan of research, development and evaluation for the Community Education program	5	4	3	2	1	0

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REAL or ACTUAL COMPETENCY RATING INSTRUMENT

PRINCIPAL

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of Principal below is a list developed and validated for this position. You are asked to rate the performance of the person listed above as you perceive his/her performance to be in terms of each competency. A rating of 5 means that you feel that this principal is performing at the highest level of effectiveness; a rating of 1 means that you feel the principal is performing at the lowest level of effectiveness.

Importance of Ability to:

1)	Comprehend and implement policy and goals consistent with district philosophy	5 4 3 2 1
2)	Employ procedures for establishing organizational goals	5 4 3 2 1
3)	Serve as liaison between school and Board of Education, district offices, Community Education director, and community	5 4 3 2 1
4)	Supervise assessment of program needs with the help of the community	5 4 3 2 1
5)	Supervise planning of instructional and curricular programs	5 4 3 2 1
6)	Supervise program implementation	5 4 3 2 1

7)	Apply problem-solving procedures	5	4	3	2	1	0
8)	Supervise planning and scheduling in accordance with available facilities and equipment	5	4	3	2	1	0
9)	Assess school and community attitudes toward Community Education	5	4	3	2	1	0
10)	Clarify roles and responsibilities in the Community School	5	4	3	2	1	0
11)	Generate and maintain a supportive attitude with staff and community	5	4	3	2	1	0
12)	Work through conflict situations	5	4	3	2	1	0
13)	Recruit and select a competent Community Education Director	5	4	3	2	1	0
14)	Supervise the Community Education Director	5	4	3	2	1	0
15)	Regularly evaluate the competence of Community Education Director	5	4	3	2	1	0
16)	Plan all phases of Community Education program consistent with laws that relate to financing Community Education	5	4	3	2	1	0
17)	Organize program with Community Education staff in harmony with financial resources available	5	4	3	2	1	0
18)	Supervise and manage financial affairs relating to district and agency funds	5	4	3	2	1	0
19)	Identify and utilize community resources which effect successful operation of the Community Education program	5	4	3	2	1	0
20)	Plan and establish a public relations program relating to Community Education	5	4	3	2	1	0
21)	Assist in developing and maintaining a productive Community Education council	5	4	3	2	1	0
22)	Employ professional research techniques	5	4	3	2	1	0
23)	Interpret research data	5	4	3	2	1	0
24)	Evaluate the Community Education program in relation to education program goals	5	4	3	2	1	0
25)	Utilize evaluative data to modify the Community Education program	5	4	3	2	1	0

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of District Community Education Coordinator below is a list developed and validated for this position. You are asked to rate the performance of the person listed above as you perceive his/her performance to be in terms of each competency. A rating of 5 means that you feel that this district community education coordinator is performing at the highest level of effectiveness; a rating of 1 means that you feel the district community education coordinator is performing at the lowest level of effectiveness.

Importance of Ability to:

1)	Identify district Community Education goals and objectives for the overall program	5 4 3 2 1
2)	Develop strategies for accomplishing goals and objectives	5 4 3 2 1
3)	Provide advice to local unit coordinators in the goal development process	5 4 3 2 1
4)	Assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	5 4 3 2 1
5)	Identify resources in the community	5 4 3 2 1
6)	Develop programs which meet identified district-wide needs	5 4 3 2 1
7)	Develop structures through which the Community Education program functions	5 4 3 2 1

8)	Utilize various management systems and leadership styles	5	4	3	2	1	0
9)	Have a working knowledge of existing board policy as it relates to Community Education	5	4	3	2	1	0
10)	Advise the Board through proper channels on the development of needed Community Education policy	5	4	3	2	1	0
11)	Develop regulations which define board policy dealing with Community Education	5	4	3	2	1	0
12)	Prepare and present reports to the board through proper channels concerning fiscal status, intents, etc.	5	4	3	2	1	0
13)	Develop a budget and furnish information, such as sources of funding, cost estimates, etc.	5	4	3	2	1	0
14)	Administer the adopted budget	5	4	3	2	1	0
15)	Assess effectiveness of expenditures	5	4	3	2	1	0
16)	Facilitate, guide and coordinate the work of a district Community Education council	5	4	3	2	1	0
17)	Communicate with all segments and elements of the community	5	4	3	2	1	0
18)	Promote the Community Education concept through the various media	5	4	3	2	1	0
19)	Employ effective human relations skills	5	4	3	2	1	0
20)	Engage effectively in conflict resolution	5	4	3	2	1	0
21)	Provide building unit coordinators with alternative problem solutions	5	4	3	2	1	0
22)	Utilize a team approach at the various organizational levels in providing Community Education programs	5	4	3	2	1	0
23)	Recruit, interview and recommend unit Community Education directors	5	4	3	2	1	0
24)	Select support staff for the Community Education program	5	4	3	2	1	0
25)	Provide pre-service, in-service, training and/or orientation for Community Education personnel	5	4	3	2	1	0

26)	Develop specifications for job descriptions for the Community School personnel	5	4	3	2	1	0
27)	Clarify the role of the Community Education directors and their relationships with district and local staffs	5	4	3	2	1	0
28)	Evaluate the effectiveness of Community Education directors	5	4	3	2	1	0
29)	Recognize the functions, needs, and problems of Community Education	5	4	3	2	1	0
30)	Utilize comprehensive methods of evaluation	5	4	3	2	1	0
31)	Assist the Community Education directors in the development of their instruments for the evaluation of programs	5	4	3	2	1	0
32)	Compile and analyze the evaluations for district reports and make recommendations	5	4	3	2	1	0

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

COMMUNITY SCHOOL DIRECTOR

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of Community School Director below is a list developed and validated for this position. You are asked to rate the performance of the person listed above as you perceive his/her performance to be in terms of each competency. A rating of 5 means that you feel that this community school director is performing at the highest level of effectiveness; a rating of 1 means that you feel the community school director is performing at the lowest level of effectiveness.

Importance of Ability to:

1)	Provide a community school program in which students and community members will participate	5 4 3 2 1
2)	Work with staff in understanding their role in Community Education and in supporting and working effectively with Community Education	5 4 3 2 1
3)	Respond to changing situations within the community and adapt the program to meet changing needs using Community Council input	5 4 3 2 1
4)	Use effective two-way communication	5 4 3 2 1
5)	Appropriately assign work and monitor results -- delegating responsibility	5 4 3 2 1

6)	Work with school and community groups in assessment, planning, decision making and evaluation --facilitate the problem-solving process	5	4	3	2	1	0
7)	Educate the community about the Community Education Concept	5	4	3	2	1	0
8)	Develop and disseminate public relations materials	5	4	3	2	1	0
9)	Establish and maintain positive working and personal relationships with school and community people	5	4	3	2	1	0
10)	Promote an atmosphere which encourages positive interactions -- environment of trust	5	4	3	2	1	0
11)	Cooperate with community agencies to result in mutual benefits -- exchange of assets	5	4	3	2	1	0
12)	Work with the Council to assess community needs and to program accordingly	5	4	3	2	1	0
13)	Identify and use human, financial and physical resources	5	4	3	2	1	0
14)	Obtain, coordinate and schedule use of facilities	5	4	3	2	1	0
15)	Keep accurate records	5	4	3	2	1	0
16)	Identify and prioritize goals and objectives for the Community School program	5	4	3	2	1	0
17)	Manage Community Education programs and services						
18)	Establish an evaluation process to assess program effectiveness on a continuous basis	5	4	3	2	1	0
19)	Provide and participate in in-service opportunities	5	4	3	2	1	0
20)	Maintain an accurate financial record system	5	4	3	2	1	0
21)	Specify job requirements for Community School staff (paid and volunteer)	5	4	3	2	1	0
22)	Recruit, interview and select personnel for the Community School program	5	4	3	2	1	0
23)	Supervise and evaluate the performance of Community School staff	5	4	3	2	1	0
24)	Promote cooperation between day and evening Community School staff	5	4	3	2	1	0

CHAPTER 5

LEADERSHIP COMPETENCY ASSESSMENT FOR RURAL COMMUNITY EDUCATION LEADERS

Center for Community Education
University of Florida
1977 - 1978

Dr. Philip A. Clark, Director
Dr. John S. Zemlo, Project Coordinator

OVERVIEW AND SUMMARY

The purpose of this project was to assess the leadership competencies needed by community education leaders in the rural southeastern section of the United States and to develop a curriculum of teaching/learning strategies for acquiring the identified competencies. In addition, a survey assessment of the scope of existing training programs was made to determine if deficiencies in particular competency areas existed. Finally, in-service training was provided to individuals seeking to improve their leadership potentials through the mastery of various competencies. The project was conducted with the cooperation of individuals and institutions in a six-state region of the southeast United States (Alabama, Florida, Georgia, Louisiana, Mississippi, and Tennessee).

A total of 24 leadership skill competencies needed for implementing community education in the rural South were identified by a competency assessment team (CAT) composed of persons familiar with communities in the rural South and through a review of the community education literature. The CAT and a group of national community education experts ranked the competencies in order of importance.

Both groups agreed that "the ability to communicate effectively" was the competency most important for implementing community education in the rural South. When communicating, the CAT suggested that community educators be personable,

friendly, sincere, and earthy. Both groups agreed that "the ability to gain acceptance within a rural community" was the second most important competency for implementing community education in the rural South. In order to gain acceptance, the CAT suggested that community education leaders show concern for family, avoid manipulation, not talk down to others, discover who the wealthy landowners and business persons in the community are, and involve community members in assessing community needs and community resources.

Other competencies the CAT and the national community education experts believed to be important included working with power structures, handling conflict, leading groups, using data in decision making, and giving power to community members. The CAT and the national community education experts disagreed on the importance of initiating structure and the ability to handle change.

Of the competencies ranked important by both the CAT and national community education experts, only "the ability to lead groups," "the ability to initiate structure," and "the ability to apply data to the decision making process" were included in training programs offered by institutions of higher education and state departments of education. Half of the institutions of higher education stated that they trained their urban and rural clients differently.

Curriculum development efforts resulted in the creation of five teaching/learning categories. Each of the identified leadership competencies was assigned to an appropriate category. The five teaching/learning categories were: (1) group organization, leadership, and maintenance, (2) administering community education activities, (3) problem solving, (4) communicating, and (5) needs assessment and evaluation. Operational training objectives, teaching/learning strategies, and performance outcomes were generated for the competencies in each major category.

PROJECT GOALS AND OBJECTIVES

The purpose of this project was reflected in two major goals and eight specific objectives. Each of the goals and subsequent objectives are presented below:

1. To determine the process leadership competencies needed by rural community education leaders.
    a. To assess the process leadership skill competencies necessary for rural community education leaders.
    b. To verify the competencies which are assessed.
    c. To develop operational training objectives for the identified process leadership skill competencies.

2. To assess the training opportunities available to community education leaders in the southern United States and develop a model curriculum for acquisition of identified process leadership skills.
   a. To conduct a survey of the educational institutions and public service agencies in the southeastern United States to assess the existing community education training opportunities.
   b. To compare the assessment of existing training opportunities with the identified process leadership competencies to determine training deficiencies.
   c. To develop an appropriate operational curriculum of teaching/learning strategies which will enable a community education leader to acquire the identified competencies.
   d. To disseminate information concerning the process leadership skill competencies, the curriculum of teaching/learning strategies for acquisition of the competencies, and the existing training opportunities for rural community education leaders.
   e. To implement the curriculum of teaching/learning strategies for process leadership skill competencies for rural community education leaders.

In addition to the explicit purpose of the project, it was the project staff's intent that results from this study be utilized to develop further refined teaching/learning strategies which would be indicative of specific interests or needs of particular institutions or communities.

DEFINITIONS

The following definitions were included in the project proposal submitted to the United States Office of Education. They were utilized for the duration of the project in an attempt to insure continuity of thought by all project participants.

Process Leadership Skill Competencies

Process leadership skill competencies were defined as a systematic series of actions based on attitudes and values which provide the ability to perform a criterion at function and job level.

Process Leadership Skill Sub-Competencies

Process leadership skill sub-competencies were defined as constituent parts or ingredients of the process leadership skill competencies. They are a further subdivision of the major process leadership skill competencies and were developed to serve as clarifiers.

Rural Communities

Rural communities were defined as geographic areas of relatively low population density with the preponderance of occupations related to agriculture and/or extracting of natural resources from the earth.

Community Education

Community education was defined as an operational philosophy of education and a system for community development. The community education concept consists of five major components: (1) education and learning are lifelong, (2) efficient utilization of community resources, (3) systematic involvement of community members, (4) inter/agency cooperation and coordination, and (5) core curriculum based on life concerns (Olsen and Clark, 1977).

Curriculum of Teaching/Learning Strategies

The curriculum of teaching/learning strategies was defined as categorized process leadership skill competencies, general competency statements for each competency category, training objectives for each of the identified leadership skill competencies, and performance outcome measures for each training objective.

Competency Assessment Team

The Competency Assessment Team (CAT) was defined as a group of individuals possessing experience with and knowledge of rural southern communities, as well as representative

expertise in the following areas: (1) community power structure (both formal and informal), (2) community education and educational leadership, (3) rural community development, (4) agricultural extension, (5) home economics, (6) civic clubs, and (7) various community institutions (public school, church, finance, private enterprise).

National Community Education Experts

National Community education experts were defined as professionals with extensive and broad-based experience in community education who have held positions of prominence in the community education profession.

METHODOLOGY

Competency Assessment Methodology

The rural leadership competency assessment process was initiated when the project staff solicited names of individuals with knowledge of the rural South from Directors of Centers for Community Education serving six southeastern states (Alabama, Florida, Georgia, Louisiana, Mississippi, and Tennessee). Input from the six Center Directors, coupled with input from the project consultants, resulted in the selection of individuals to serve as the project's Competency Assessment Team (CAT).

The charrette process was used during an intensive three-day competency assessment workshop to: (1) generate an inventory of tasks appropriate for community education development in rural areas; and (2) define competencies related to

the specialized functions of process leadership. The project staff reviewed the competencies as identified by the CAT and ranked the competencies using a forced-choice ranking procedure. The CAT was also surveyed to establish their rank order of competencies using the forced-choice procedure. The project staff then developed a revised ranking of the competencies which were verified during a one-day intensive workshop.

Competency and Task Assessment Results

Seventeen competencies and 47 subcompetencies were generated by the Competency Assessment Team (CAT). Seven additional competencies and 23 subcompetencies were added by the project staff (i.e., a total of 24 competencies and 70 subcompetencies). The charrette process also facilitated the creation of a list of 56 appropriate actions or behaviors for implementing community education in the rural South. The list of appropriate actions or behaviors grouped by their perceived importance to the implementation process can be found in Appendix "A."

Training Assessment Methodology

An integral part of this project was the assessment of current training opportunities available to community education leaders in the rural South. The intent was to determine services offered by various training institutions, the components of community education emphasized within training programs, and different program emphasis for individuals interested in rural vs. urban community education leadership. Most importantly,

however, the project staff wished to determine the specific leadership competencies emphasized by institutions of higher education offering community education training programs. Thus, it was decided to survey a number of these institutions in the southeastern United States. A questionnaire was devised by the staff at the University of Florida Center for Community Education and project consultants for mailing to colleges and universities in the six-state area. The questionnaire utilized a completion, open-ended response format rather than forced-choice in order to guard against biasing the anticipated responses.

Thirty-nine colleges and universities in the six-state area with enrollment above 6500 students received the questionnaires. Of the 39 questionnaires mailed, 27 were returned for a response rate of 70 percent. For the subset of 14 institutions known to offer training in community education, 13 returned their questionnaires (a 93 percent response rate).

Summary of Training Assessment Results

Seventy percent of the training questionnaire respondents (N = 27) offered training in community education. The most common training method utilized was workshops, followed by graduate level classroom instruction and field experiences. The client's background (urban or rural) was usually known when training through workshops, but was generally not known when other training methods were used.

Training institutions most frequently trained for the following competencies:

1. The ability to locate, collect, and analyze data.
2. The ability to lead groups.
3. The ability to supervise and direct community education activities.
4. The ability to initiate structure.
5. The ability to secure and administer funds and grants.
6. The ability to apply data to the decision-making process.
7. The ability to work with other disciplines.

The data revealed that approximately half the institutions surveyed utilize different techniques to train rural vs. urban community education leaders.

TEACHING/LEARNING STRATEGIES: CURRICULUM DEVELOPMENT METHODS AND RESULTS

Introduction

A major purpose of the project was to develop a curriculum of teaching/learning strategies which would assist individuals in acquiring the process leadership competencies identified while conducting the study. Thus, the process leadership competencies were divided into five major teaching/learning categories, a general competency statement for each major category was prepared, training objectives for the leadership competencies and subcompetencies were developed, appropriate teaching/learning strategies were suggested, and possible outcome measures for each of the leadership competencies and subcompetencies were generated.

Curriculum Development Methods

Two one-day work sessions were organized by the project staff to develop teaching/learning objectives and strategies for acquiring the leadership competencies. The first work session was held in conjunction with the Florida Association for Community Education annual conference in Tampa, Florida. Center Directors or Assistant Center Directors from the University of Florida, Florida Atlantic University, and the University of West Florida participated with the project staff in the work session. Through brainstorming techniques, the teaching/learning objectives and strategies were developed.

The second work session was held in conjunction with the Eastern Center Directors' meeting in Savannah, Georgia. Center Directors from Valdosta State College and Georgia Southern College met with the project coordinator to discuss teaching/learning objectives and strategies. As in Tampa, brainstorming techniques resulted in the development of the appropriate objectives and strategies.

Following the Tampa and Savannah meetings, the project staff catalogued the competencies and objectives by developing a classification system and adapting the competencies to the system. The classification system provided the framework for the building of a model training curriculum. The curriculum consists of: (1) five major competency categories, (2) broad competency statements, (3) leadership competencies, (4) teaching/learning objective(s), and (5) performance outcomes.

Curriculum Development Results

Teaching/Learning Categories

In order to develop a curriculum of teaching/learning strategies, the project staff organized the identified leadership competencies and subcompetencies into five major teaching/learning categories. The categories and competencies within each category are presented below:

Category One: Group Organization, Leadership, and Maintenance

1. The ability to lead groups.
2. The ability to recognize the feelings of others and adjust behavior accordingly.

3. The ability to give credit to others.
4. The ability to delegate responsibility.
5. The ability to give power to people in the community.
6. The ability to identify, understand, and work with formal and informal power structures.

Category Two: Administering Community Education Activities

1. The ability to secure and administer funds and grants.
2. The ability to supervise and direct community education activities.
3. The ability to cooperate with existing training institutions.
4. The ability to work with other disciplines.
5. The ability to understand organizational objectives and reconcile personal objectives within the organization.
6. The ability to initiate structure.

Category Three: Problem Solving

1. The ability to be self-aware and self-assessing.
2. The ability to recognize and adopt alternative solutions.
3. The ability to handle conflict situations.
4. The ability to deal with criticisms.
5. The ability to recognize and cope with risk.
6. The ability to handle change.
7. The ability to remain optimistic.

Category Four: Communicating

1. The ability to communicate effectively.
2. The ability to gain acceptance within a rural community.
3. The ability to contact members in isolated areas.

Category Five: Needs Assessment and Evaluation

1. The ability to locate, collect, and analyze data.
2. The ability to apply data to the decision-making process.

General Competency Statements

After organizing teaching/learning categories and assigning leadership competencies accordingly, the project staff developed a general competency statement for each major category. The teaching/learning category competency statements read:

Category One: Group Organization, Leadership, and Maintenance

A community education leader will be able to utilize group dynamics techniques and knowledge of formal and informal community power structures to move groups toward productive goals, maintain groups, and satisfy the needs of the individuals within the groups.

Category Two: Administering Community Education Activities

A community education leader will be able to implement the policies and rules established by an organization through effective planning, coordinating, controlling, recruiting, budgeting, and developing activities.

Category Three: Problem Solving

A community education leader will be able to resolve inter-personal and organizational problems by recognizing and adopting alternative solutions, managing conflict, adjusting to change, taking risks, and facilitating group resolution.

Category Four: Communicating

A community education leader will be able to utilize written and verbal communication media, gain acceptance of those with whom communication must take place, and establish a level of credibility and trust.

Category Five: Needs Assessment and Evaluation

A community education leader will be able to determine and prioritize community needs, verify established priorities, implement an appropriate solution(s) to identified needs, and effectively evaluate results of action plans.

Training Objectives and Suggested Teaching/Learning Strategies

The project staff, in cooperation with selected Center Directors in the southeast United States, utilized information generated by the competency assessment team (CAT) to develop specific training objectives for each of the identified process leadership skill competencies and subcompetencies. In addition, suggested teaching/learning strategies and performance outcomes are provided for each of the training objectives.

It was intended that the training objectives serve a number of useful functions including:

1. A means of communication among professional educators.
2. A means of communication between teacher and learner.
3. A basis for making decisions about the selection of appropriate instructional activities.
4. A basis for measuring or evaluating learning outcomes.
5. A basis for determining the proper structure of learner groups.
6. A means of communication between the professional educator and the lay citizen.

Training objectives designed to serve multiple functions must vary in type and intent. Such is the case with the objectives prepared for the process leadership competencies and subcompetencies. The reader will find that the training objectives are of five types:

1. Cognitive objective: an objective which specifies knowledge and intellectual abilities or skills that are demonstrated by the learner.
2. Performance objective: an objective which requires the learner to demonstrate an ability; to actually perform some activity.
3. Consequence objective: an objective which is expressed in terms of the results of the learners' actions; an indirect measure of performance.
4. Affective objective: an objective which deals with the realm of attitudes, values, beliefs, and relationships.

5. Exploratory objective: an objective which specifies activities that hold promise for significant learning; it requires the learner to experience the specified activity.

An example of the training objectives, types of objectives, suggested teaching/learning strategies, and possible outcome measures is presented below.

Objectives for Category One: Group Organization, Leadership, and Maintenance

Competency #1: The ability to lead groups.

Objective(s):

1. The community education leader will demonstrate an ability to use group dynamics techniques.
   a. Type of objective: performance
   b. Suggested strategies: simulations, rural club or organization membership, seminars, workshops, group projects, internships
   c. Performance outcomes: measure of group cohesion, amount of interaction between group members, sociogram analysis
2. The community education leader will demonstrate an ability to develop human relationships within groups.
   a. Type of objective: affective/performance
   b. Suggested strategies: rural club or organizational membership, internships

c. Performance outcomes: number of complaints from group members working in teams, number of hours spent with group members outside working environment

3. The community education leader will lead groups to goal attainment.
   a. Type of objective: consequence
   b. Suggested strategies: internships, simulations, rural club or organization membership
   c. Performance outcomes: evaluation of goals accomplished, amount of time spent in attaining goal compared to similar groups
4. The community education leader will develop a perception of being the leader.
   a. Type of objective: affective
   b. Suggested strategies: interviewing recognized leaders, internship
   c. Performance outcomes: statement of leadership philosophy, evaluation by subordinates and group members, various personality assessment instruments

EXTERNAL EVALUATION OF THE PROJECT

The summative project evaluation was conducted by an external evaluation team which reviewed the total project and provided a comprehensive written evaluation to the project director during the final phase of the project.

The evaluation team examined the project in the areas of its goals and objectives, staffing, procedures, internal and process evaluations, dissemination procedure, and budget. This report, however, will summarize the findings in two major areas of the project (i.e., achievement of goals and objectives, and budget constraints).

I. Goals and Objectives

The project goals and objectives were found to have been successfully achieved in most cases. Goal I ("Determine the Process Leadership Competencies Needed by Rural Community Education Leaders") was the most completely developed and executed of the three major project goals. A significant listing and ranking of the process leadership skill competencies necessary for rural community education leaders and operational training objectives for acquiring the competencies were compiled. Both should prove worthwhile to practitioners and educators as they examine current roles, skills, and training programs for community education leaders. The use of competency assessment team members from varying rural backgrounds provided additional credence to the competency assessment findings. Further, it should be noted that the

data was substantiated by a group of national community education experts. Of technical note, however, the competency assessment data was found to have been verified, not cross validated, as proposed. Nonetheless, the external evaluation team believes that Goal I was successfully achieved.

Goal II ("Assess the Training Opportunities Available to Community Education Leaders in the Southern States") was completed on a limited basis. The evaluation team believed that more extensive funding, as called for in the initial proposed budget, would have allowed for a broader, more extensive survey which could have included pilot testing, site visitations, and more extensive follow-up (including catalogue reviews). It was agreed, however, that the data gathered would be helpful to community education leaders accompanied with a qualifying statement indicating that the findings may be incomplete and that additional information should be acquired from the respective institutions or agencies that participated in the training assessment survey.

Goal III ("Initiate the Development of a Pilot Curriculum for Acquisition of Identified Process Leadership Skills") was also well developed given the time constraints and budgetary limitations of the project. The teaching/learning categories, competency statements, strategies, and performance outcomes provide community education leaders a systematic means for examining curricula and considering curricular alternatives.

The statement of objectives in behavioral terms, coupled with strategies and performance outcomes, provides an excellent model for curriculum development.

The evaluation team believed, however, that the teaching/learning strategies could have been more specific, especially as they related to the pilot project at the University of Florida and as they provided suggestions to potential users of the curricular materials.

The dissemination of the information, via the monograph, appears satisfactory and promises to be a handy reference. The implementation of the curriculum of teaching/learning strategies is currently in progress, and the topical areas which have been included are consistent with those explained in the narrative of the report.

Budget

The evaluation team is under the impression that the project was insufficiently funded. The proposed amount of money originally requested was a realistic figure for the proposed activities. When the project was selected for funding and the final budget was negotiated, proposed objectives were not simultaneously negotiated. Therefore, a number of objectives were attempted which could have been more thoroughly handled and achieved had more extensive funding been available for staff and project costs.

It appears that the staff did a commendable job of utilizing their funds effectively and stretching them to extreme limits. The results of the activities reflect a wise use of funds.

Summary

The evaluation team commends the project staff for their work and for making a major contribution to the future of the teaching/learning process for rural community educators.

They also recommend that the results of the project be viewed as a beginning process on which other professionals may build, rather than viewing the data as complete.

Rural community education leaders represent a major core in the field, and the urban thrust which prevails is not adequately meeting the needs of the movement. Continued emphasis in this area is critical to the success of the community education process.

APPENDIX A

COMPETENCIES AND SUB-COMPETENCIES

TABLE 1

Competency and Subcompetency Ranks by Group

Competency	Teaching/Learning Category	Competency Assessment Team 1st	Competency Assessment Team 2-A	Competency Assessment Team 2-B	National C.E. Experts	Training Institutions or Agencies
1. ABILITY TO COMMUNICATE EFFECTIVELY	Communication	1	1	1	1	3 - 5
a. Writes news releases		8	8	9	10	
b. Makes multi-media presentations		9	9	10	9	
c. Speaks in public		5	6	7	7	
d. Recognizes local idioms		6	5	6	6	
e. Communicates with people regardless of social or educational status		1	1	1	1	
f. Establishes rapport		3	3	3	3	
g. Uses mass media		7	7	8	8	
h. Listens to others		2	2	2	2	
i. Assimilates information		4	4	4	4	
j. Articulates and illustrates community education concept		-	-	5	5	
2. ABILITY TO GAIN ACCEPTANCE WITHIN RURAL COMMUNITY	Communication	2	2	2	2	15 - 22
a. Appreciates and adopts normative behavior		3	2	2	4	
b. Lives in a rural setting		2	3	4	3	
c. Respects community structures and institutions		1	1	2	1	
d. Identifies values and attitudes of various racial, ethnic, and socioeconomic subgroups of the community		-	-	1	2	
3. ABILITY TO IDENTIFY, UNDERSTAND, AND WORK WITH FORMAL AND INFORMAL POWER STRUCTURES	Group Organization Leadership/ Maintenance	3	4	4	3	15 - 22

Table 1 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
4. ABILITY TO SUPERVISE AND DIRECT COMMUNITY EDUCATION ACTIVITIES	Administration	4	5	5	16	3 - 5
a. Manages personnel		2	1	2	5	
b. Makes budgeting decisions		4	4	6	6	
c. Manages time		1	2	3	3	
d. Identifies support resources		3	3	4	2	
e. Supervises community education on-the-job training		5	5	8	8	
f. Portrays accessibility		-	-	5	4	
g. Provides organizational climate in which two-way communication is allowed		-	-	1	1	
h. Coordinates and schedules use of facilities with other units		-	-	7	7	
5. ABILITY TO RECOGNIZE FEELINGS OF OTHERS AND ADJUST BEHAVIOR	Group Organization Leadership/ Maintenance	5	8	10	13	15 - 22
6. ABILITY TO HANDLE CONFLICT, CRISES, EMERGENCIES	Problem Solving	6	9	11	8	15 - 22
7. ABILITY TO LEAD GROUPS	Group Organization Leadership/ Maintenance	7	3	3	5	2
a. Uses group dynamics techniques		3	3	3	3	
b. Develops human relationships within groups		1	1	1	1	
c. Leads groups to goal attainment		1	2	2	2	
d. Develops perception of being leader		-	-	4	4	

Table 1 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
8. ABILITY TO APPLY DATA TO DECISION-MAKING PROCESS	Needs Assessment and Evaluation	8	6	8	6	7 - 8
a. Applies information and data from other disciplines		3	3	4	3	
b. Evaluates community development activities		2	2	3	4	
c. Assesses community needs and matches internal and external resources		1	1	1	1	
d. Identifies priority needs of organization		-	-	2	2	
9. ABILITY TO UNDERSTAND ORGANIZATION OBJECTIVES AND RECONCILE PERSONAL OBJECTIVES WITHIN ORGANIZATION	Administration	9	15	20	18	15 - 22
a. Develops and achieves interpersonal goals		-	-	2	1	
b. Conveys philosophy of community education to staff		-	-	1	2	
10. ABILITY TO BE SELF-AWARE AND SELF-ASSESSING	Problem Solving	10	11	13	14	14
a. Develops and achieves personal goals		-	-	4	4	
b. Accepts own strengths and weaknesses		-	-	3	3	
c. Respects self and others		-	-	1	1	
d. Develops honesty and integrity		-	-	2	2	
11. ABILITY TO LOCATE, COLLECT, AND ANALYZE DATA	Needs Assessment and Evaluation	11	10	12	9	1

Table 1 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
11. a. Knows different ways to find out what community needs		-	-	1	1	
b. Determines the attitudes, needs, wants, and problems of community through survey		-	-	2	3	
c. Develops criteria upon which qualitative judgments can be made		-	-	2	3	
d. Identifies required resources		-	-	4	4	
e. Critically analyzes readings, presentations, observations		-	-	5	5	
12. ABILITY TO RECOGNIZE AND ADOPT ALTERNATE SOLUTIONS	Problem Solving	12	12	15	15	11 - 13
a. Is able to accept failure		1	1	1	2	
b. Is able to revamp		2	2	2	1	
13. ABILITY TO WORK WITH OTHER DISCIPLINES		13	14	19	10	7 - 8
a. Gets different agencies to work together to meet community needs		-	-	1	1	
b. Utilizes community agencies		-	-	2	2	
14. ABILITY TO SECURE AND ADMINISTER FUNDS AND GRANTS		14	7	9	11	16
a. Knows local, state, and federal funding sources		-	-	1	1	
b. Can write a proposal		-	-	2	2	
15. ABILITY TO COOPERATE WITH EXISTING TRAINING INSTITUTIONS	Administration	15	16	21	24	11 - 13

Table 1 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C.E. Experts	Training Institutions or Agencies
		Tst	2-A	2-B		
16. ABILITY TO GIVE CREDIT TO OTHERS	Group Organization Leadership/ Maintenance	16	13	17	17	15 - 22
17. ABILITY TO CONTACT MEMBERS IN ISOLATED AREAS	Communication	17	17	24	23	23 - 24
18. ABILITY TO INITIATE STRUCTURE	Administration	-	-	7	19	3 - 5
a. Develop long and short term goals for community education		-	-	1	1	
b. Coordinates efforts of group members to achieve goals		-	-	2	2	
c. Clearly tells what is expected of group members		-	-	4	4	
d. Develops strategies for accomplishing goals		-	-	3	3	
e. Makes job-related decisions		-	-	5	5	
19. ABILITY TO DELEGATE RESPONSIBILITY	Group Organization Leadership/ Maintenance	-	-	14	12	15 - 22
20. ABILITY TO DEAL WITH CRITICISM	Problem Solving	-	-	22	21	15 - 22
21. ABILITY TO RECOGNIZE AND COPE WITH RISK	Problem Solving	-	-	23	20	23 - 24
22. ABILITY TO HANDLE CHANGE	Problem Solving	-	-	16	7	11 - 13
a. Facilitates group or organizational change		-	-	2	1	
b. Adapts to changing situations, concerning community needs		-	-	1	2	

Table 1 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C.E. Experts	Training Institutions or Agencies
		Tst	2-A	2-B		
23. ABILITY TO REMAIN OPTIMISTIC	Problem Solving	-	-	18	22	15 - 22
a. Persists in attaining goals		-	-	4	4	
b. Reticent to blame others		-	-	5	5	
c. Believes community can be a better place to live		-	-	1	1	
d. Believes all can learn if adequate opportunity provided		-	-	2	2	
e. Assists people in finding solutions to problems		-	-	3	3	
24. ABILITY TO GIVE POWER TO PEOPLE IN COMMUNITY	Group Organization Leadership/ Maintenance	-	-	6	4	9
a. Knows difference between helping and assisting		-	-	9	1	
b. Assists community in feeling		-	-	5	8	
c. Makes community members feel important		-	-	3	5	
d. Helps community members meet needs of community		-	-	6	7	
e. Assists members to learn problem solving		-	-	4	2	
f. Helps residents learn ways to solve problems		-	-	2	4	
g. Helps others see problems in solvable way		-	-	7	6	
h. Develops leadership among community members		-	-	1	3	
i. Expands people's awareness social and political forces		-	-	8	9	

APPENDIX B

APPROPRIATE ACTIONS OR BEHAVIORS

APPENDIX B

TABLE 4

APPROPRIATE ACTIONS OR BEHAVIORS
Generated and Rated by the CAT

Actions of Very Top Importance ($\bar{X}$=4.5-5.0)

1. Be personable, friendly, sincere, earthy
2. Let community members identify their own problems
3. Be sure your resource people will fit into the community needs, structure, attitudes, and values

Actions of Great Importance ($\bar{X}$=3.5-4.49)

1. Be accessible--no unlisted phone number
2. Forget 8-5 working hours
3. Attend local functions
4. Support local business, industry, and community development
5. Attend church and do your part
6. Follow up on visits (not just once)
7. Accept hospitality and return it
8. Show concern for children and family
9. Discover favorite community sports and leisure time activities
10. Learn the local language
11. Don't talk down. Remember, you're not there to solve their problems, but to learn from them.
12. Avoid manipulation
13. Accept favors gracefully and willingly
14. Be patient, not pushy
15. Know the area geographically
16. Remember names and use them
17. Be honest about what you don't know
18. Be flexible
19. Don't equate "book learning" with intelligence, achievement, or wealth
20. Use the local newspaper; check who accomplished what, when, and how, and who is on various committees

Table 4 (continued)

21. Obtain a community population breakdown by age, sex, and race
22. Inventory all community resources
23. Obtain all existing community plans
24. Obtain a list of government leaders
25. Recognize the church leaders
26. Seek the advice of community leaders
27. Recognize the importance of, and capitalize on, already established groups (garden clubs, women's clubs, civic organizations)
28. Take mental notes, write them down later
29. Be aware of and use informal communication systems
30. Allow for the implementation of creative ideas from any source
31. Allow community people to develop skills by teaching peers
32. Know what employment opportunities are available
33. Establish contact with local, state, and federal agencies
34. Compliment existing programs
35. Subtly say that you've detected a common interest; get the interest and dialogue going by planting the seed through community members
36. Let the community take the initiative, then step in to assist
37. Be aware of and wary of cliques
38. Avoid gossip

Actions of Medium Importance ($\bar{X}$=2.5-3.49)

1. Adhere to the local dress code
2. Do not take away from valuable work time or work hours
3. Visit Post Office and general store often
4. Honor Sunday (e.g., no card playing, don't mow yard)
5. Pitch in to save people time before asking for their help
6. Forget a lot of your theoretical book learning
7. Avoid labels for what you are trying to do
8. Use the snowball technique; ask 20 people to name three community problems, then ask who can solve them
9. Be "adopted" by a person in a power position

Table 4 (continued)

10. When you visit, take something to share
11. Travel on rainy days when people are not in the field
12. Avoid controversy

Actions of Little Importance ($\bar{X}$=1.5-2.49)

1. Go to the bank to find out who the wealthy landowners and business persons are
2. Drink what everyone else is drinking; do not turn it down
3. Always go to the back door, not the front door

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CHAPTER 6

SYRACUSE UNIVERSITY

(Findings were not available as of September 14, 1979.)

CHAPTER 7

COMPETENCY-BASED TRAINING PROGRAM FOR LOCAL SCHOOL-COMMUNITY COUNCILS 1978-79

FUNDED BY A GRANT
FROM THE
UNITED STATES OFFICE OF EDUCATION
TO

COLLEGE OF EDUCATION
WAYNE STATE UNIVERSITY
DR. BURNIS HALL, JR., PROJECT DIRECTOR

INTRODUCTION AND OVERVIEW

Community councils have existed in Detroit, Michigan since 1970. At that time Public Act 48, passed by the Michigan State Legislature, provided a new structure which affected central administration and caused the formation of a new regional administration and local school-community councils. Detroit, a first class school district, was divided into eight regions with an elected, five-person Region Board and a Region Superintendent directly responsible to that Board. The highest vote getter on each Board automatically became the Region Board chairperson, as well as a member of the Detroit Central Board of Education. In addition to the eight chairpersons, five members-at-large are elected to the Central Board. Under Public Act 48, the 13-member Central Board has final legal authority over the following:

1. budget and purchasing
2. housing and school construction
3. negotiations and personnel
4. maintenance and staff racial balance
5. special education
6. fund raising
7. delivery of some educational services

Region Boards were granted authority over the following:

1. curriculum
2. selection and tenure of the Region Superintendent

3. determining the use of region school buildings

4. planning the region budget based on funds allocated by the Central Board

5. making some personnel assignments subject to Central Board policies

School-Community Councils (SCC) were formed to provide a democratic vehicle for effective neighborhood participation in the decision-making processes for the local school. A significant aspect of the decentralization guidelines for community councils is that the guidelines were intended to be just guidelines, and local community councils were free to adapt them or construct new ones to meet their particular situation as long as the democratic process prevailed. That is, council members should be representative of the local school community and should consist of persons living or working within the boundaries of that designated school community.

As a result of flexible guidelines, the functions, objectives, and perceived effectiveness of community councils varied from region to region and from school to school within a region. The evolving role of parents and community in administrative decision making demands that community council members and parents have substantial skills in sharing the decision-making process, group dynamics, and the ability to work with individuals inside and outside of the school hierarchy.

Community council members in seven of the eight regions lack many of the above skills and are considered ineffective

"paper" organizations. School-Community Councils in Region One, however, are an exception to this statement. Council members in Region One have developed skills and competencies that have led to:

1. community participation in the selection and evaluation of building level administrators
2. improved student achievement in reading (as reported on the Iowa Test in 1970, a score of 2.2 was recorded for grade 4; by 1976, the achievement level had increased to 4.4, which is at the national norm)
3. increased parent attendance at council meetings, region, and central board meetings
4. peaceful desegregation of schools in the region
5. first millage increase passed in ten years
6. parental involvement in meaningful curricular change

The evolutionary development of School-Community Councils in Region One has resulted in citizens developing a new set of competencies. This investigator believes the experiences of council members in Region One could serve as a model for community involvement in other parts of the United States.

Hence, the primary goal of this project was to identify competencies essential to the successful performance of a School-Community Council member. (Historical case study methods will be utilized to identify competencies.) A

secondary goal was to plan, design, implement, and evaluate a training program for community council members that was derived from and linked to specified competencies. More specifically, the objectives of this project were:

1. Describe the development of School-Community Councils in Region One, Detroit Public Schools.
2. Identify and analyze forces which influenced the development of these councils.
3. Identify essential competencies through the analysis of the school-community council member role(s) over a period of 18 years.
4. Plan and design a training program for community council members derived from and linked to specified competencies.
5. To train a cadre of trainers (30 school staff and council members) to deliver the training program.
6. Develop assessment procedures for measuring the acquisition of specified competencies.

The six major objectives of the project listed above have been approached by incorporating the following features into the processes employed by the project.

Features related to the structure of the training program:

1. The training activities will be based on specific competencies rather than on general descriptions of content to be taught.
2. The competencies will be identified systematically through empirical research rather than based on assumptions.
3. The training program will be organized around instructional modules based on the identified competencies. The modules will be designed for maximum generalization to other advisory council training programs.

PROJECT ACTIVITIES

For purposes of planning, project activities were organized under five major activities. The activities were then grouped according to related functions and placed in a time frame geared to the relationship of the tasks involved.

Phase I. This project period (September to December, 1978) was called the research phase, for the investigator utilized an historical case study procedure and interviews with selected persons to identify competencies intended to represent the curriculum in the training program.

Phase II. During the second project phase (January to June, 1979) each competency statement was defined operationally through the delineation of behaviorally-stated objectives. Once this was accomplished, the tasks of planning, designing, and implementing the training program were initiated.

Competency Research Phase

The initial task in the development of a competency-based training program was the generation of an item pool of competencies. Two techniques were employed to engender a primary pool of competency statements. First, 16 school staff members and community council members from Region One were interviewed. The interviewees included eight council members/community leaders, two building principals, two school-community agents, the former region superintendent, the present region superintendent, the former central deputy superintendent for school-community relations, and the former director of the Great Cities School Improvement Project. The interviewees were individuals who intuitively could be

assumed knowledgeable of the role of the school-community council member.

The interviews were informal but structured into four stages:

1. establishing rapport
2. preliminary structuring
3. introduction to project
4. selection of competency statements

Interviews were recorded via audio tape, transcribed, and returned to the interviewees for verification of accuracy.

Second, an extensive literature search was initiated through the ERIC system. Projects relevant to the broad spectrum of school-community council functions and related training programs were reviewed and a supportive library search using a variety of indexes followed.

These interviews and literature reviews resulted in the specification of 63 competencies.

PILOT STUDY

The purpose of the pilot study was to refine the 63 competencies, identify problems related to the competency statements, and to rank each competency according to its importance in carrying out the role of a council member. An attempt was made to write each statement at a uniform level of specificity. Attention also was given to including competencies in the pilot study/needs assessment representative of the universe of items.

Instrument Design

The pilot study instrument was comprised of the 63 competency statements. Respondents were asked to rate each competency statement on importance to community council members. The instructions were stated as follows:

> Instructions
>
> Rank each competency according to its importance in carrying out the role of a community council member. Consider your region as the setting in which this person would be serving. Mark your ranking of the importance of each item according to the following criteria:
>
> VI - Very Important
> MI - Moderately Important
> SI - Slightly Important
> SU - Somewhat Unimportant
> DU - Definitely Unimportant

A supplemental form soliciting specific comments and suggestions on individual items was attached to the questionnaire. Respondents were asked to address their comments to items needing revision and to the comprehensiveness of the total instrument.

Selection of Subjects

Seventy-five community council members and 48 professional staff members from Regions One, Three, Five, and Eight, Detroit Public Schools, were selected as subjects for the pilot study (total N=123). Subjects were selected because they were knowledgeable of the role of the community council member and were available to complete the competency questionnaire.

Forty-eight questionnaires were mailed by the School-Community Administrator in each of the above regions to selected region staff members (i.e., region superintendent, assistant region superintendents, principals, community agents and community assistants). Seventy-five council members/council chairpersons and region board members completed the questionnaire at a regular region board meeting or an "extended" region board meeting. A total of 123 questionnaires were distributed and 115 returned for a return rate of 93%.

Analysis

The analyses of data from the pilot study were restricted to descriptive statistics on consensus and interpretation of feedback regarding specific items. No tests of statistical significance between sub-groups were applied.

The mean, standard deviation, and variance for the importance ratings were calculated for each item. Higher mean values represented greater importance. Out of a possible range of 0 to 4, the range of means was 2.30 to 3.97. The variance for each item was used as a measure of consensus. Lower variances represented greater agreement among respondents. The observed range of variances was 0.03 to 1.84.

As shown in Table 1, the mean importance ratings on 28 items (44.4%) was 3.50 or higher and thus within the Very Important category. Thirty-four items (54%) had mean ratings of 2.50 to 3.49. The weighted averages of these items were within the Moderately Important category. The remaining item (1.6%) received a mean rating of 2.30 which placed it in the Slightly Important category.

On 54 items (86%), at least 50% of the responses were in the Very Important category. The remaining nine items were placed in other categories, but for no item did a category other than Very Important obtain as much as 50% of the responses.

Subjective Feedback

The rankings and narrative comments supplied by respondents proved exceedingly helpful in making decisions on items in need of revision or deletion. The item revisions included:

1. The rewording of ten competency statements to make them more precise.
2. The elimination of eight items redundant of other items.
3. The combination of 32 items with similar content and similar importance ratings.

The major result of the pilot study was the identification and ranking of a final list of 35 competency statements (see Table II).

TABLE I

DISTRIBUTION OF ITEMS BY MEAN IMPORTANCE SCORES

Category	Mathematical Limits of Categories	Frequency	Percent
Very Important	3.50 - 4.00	28	44.4
Moderately Important	2.50 - 3.49	34	54.0
Slightly Important	1.50 - 2.49	1	1.6
Somewhat Unimportant	0.50 - 1.49	0	0
Definitely Unimportant	0 - 0.49	0	0

TABLE II

COMPETENCY-BASED TRAINING PROGRAM FOR COMMUNITY COUNCILS

Needs Assessment

INSTRUCTION: Rank each competency according to its importance in carrying out the role of a community council member. Consider your region as the setting in which this person would be serving. Mark your ranking of the importance of each item according to the following criteria:

VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . .	Circle One				
1. Understanding the Regions' council philosophy, structure and processes (e.g., What is a community council? Purpose, responsibilities and powers of councils. Appeal procedures, etc.)	VI	MI	SI	SU	DU
2. Developing and using criteria for selecting council chairpersons	VI	MI	SI	SU	DU
3. Functioning as a chairperson	VI	MI	SI	SU	DU
4. Assisting council members in working together and helping them understand that in unity there is strength	VI	MI	SI	SU	DU
5. Assessing his own commitment, knowledge and skills as a community council member (i.e., self-appraisal)	VI	MI	SI	SU	DU
6. Making oral reports of council and committee actions	VI	MI	SI	SU	DU
7. Conducting and participating in council meetings	VI	MI	SI	SU	DU
8. Using decision-making and problem-solving techniques for improving council effectiveness	VI	MI	SI	SU	DU
9. Explaining the structure of the region (job responsibilities, lines of authority, power structure, lines of communication)	VI	MI	SI	SU	DU
10. Understanding the grade structure and organization of a school	VI	MI	SI	SU	DU

Marking Key: VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . .	Circle One				
11. Analyzing, critically, the school's philosophy, operations, and sources of funding	VI	MI	SI	SU	DU
12. Assisting the council in improving its relationship with the region staff, region board and central board of education	VI	MI	SI	SU	DU
13. Helping parents and community people communicate and work with the school staff	VI	MI	SI	SU	DU
14. Identifying school policies which should be changed to allow greater parent participation in school decision-making	VI	MI	SI	SU	DU
15. Developing procedures and strategies for increasing community interest and participation in council activities	VI	MI	SI	SU	DU
16. Evaluating the effectiveness of council interaction with local school and region staff	VI	MI	SI	SU	DU
17. Serving as an advisor to administrators regarding curriculum needs and changes	VI	MI	SI	SU	DU
18. Evaluating and selecting instructional materials	VI	MI	SI	SU	DU
19. Supporting school programs	VI	MI	SI	SU	DU
20. Developing a plan of action for evaluating school programs	VI	MI	SI	SU	DU
21. Identifying problems, selecting the best possible solutions and evaluating the results	VI	MI	SI	SU	DU
22. Identifying and concentrating on issues and policies rather than personalities	VI	MI	SI	SU	DU
23. Solving specific problems such as student safety and fighting	VI	MI	SI	SU	DU
24. Communicating with state department personnel (legislators, state bd.) regarding the local school program (e.g., decentralization)	VI	MI	SI	SU	DU

Marking Key: VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . .	Circle One				
25. Understanding and using rumor control techniques	VI	MI	SI	SU	DU
26. Electing representatives to a planning group and then going through the planning process	VI	MI	SI	SU	DU
27. Developing a plan of action to evaluate the performance of teachers and principals	VI	MI	SI	SU	DU
28. Participating in the selection of teachers and principals, consistent with contractual agreements	VI	MI	SI	SU	DU
29. Communicating effectively the need for funding of council-related projects	VI	MI	SI	SU	DU
30. Interpreting information about federal and state funded projects	VI	MI	SI	SU	DU
31. Identifying and using community leadership	VI	MI	SI	SU	DU
32. Securing community understanding and involvement in determining and prioritizing student needs	VI	MI	SI	SU	DU
33. Assessing council organizational patterns and functions in Region One and other regions to identify areas needing revision	VI	MI	SI	SU	DU
34. Obtaining and assessing information for accuracy and completeness	VI	MI	SI	SU	DU
35. Conducting fund raising activities	VI	MI	SI	SU	DU

Cluster Analysis

The next phase of our competency research effort was the clustering of the 35 competencies into related units to facilitate module development.

Based on the review of the literature and the interviews conducted during the process of generating competency statements, the project staff identified five functions which appeared to be central to the role of a community council member. The categories of the Function Dimension were defined as follows:

Advising: Those competencies relating to assisting persons by providing information and sharing ideas intended to help in decision making, the solution of a particular problem, or the improvement of a particular practice.

Communicating: Those competencies related to assisting in communication between and among groups and securing support and assistance from others.

Problem Solving: Those competencies which involve identifying and analyzing problems and programs, developing policies, organizing activities, and translating information into plans of action.

Evaluating: Those competencies related to exploring current conditions, assessing the felt needs of school and community, analyzing processes and programs.

Training: Those competencies relating to planned activities or procedures aimed at developing particular skills and/or understandings on the part of council members (e.g., meeting techniques, problem-solving techniques, etc.)

It was also felt that these functions were generic to at least seven areas of responsibility for council members. The seven areas of responsibility were:

Budget and Finance: Those competencies related to activities aimed at influencing the expenditure of funds under local school control and interpreting the financial needs of the local school.

Building and Plant Utilization: Those competencies related to insuring physical plant, equipment, etc. adequately meet educational needs and are utilized to its maximum potential.

Curriculum: Those competencies related to insuring that teaching materials and resources are consistent with school and community needs.

Personnel: Those competencies which involve participating in the interview, selection, and termination of local school personnel.

Political Actions: Those competencies which primarily focus on neighborhood problems (e.g., housing, drugs, crime, etc.) offering both advice and direct assistance in seeking solutions.

School-Community Relations: Those competencies which focus on the interaction between school and community, interpersonal relations, council serving as a mediator.

Student Activities: Those competencies related to establishing disciplinary procedures governing students, insuring that interesting, diversified activities are available for students.

Viewing each of the five functions as generic to each of the seven areas of responsibility, yields the 5 x 7 matrix shown in Figure 1. In order to identify each competency statement by its Function and Areas of Responsibility in the matrix, five judges with expertise in community education were selected to apply a modified Q-sort technique to cluster the 35 competencies. The judges included two professors of educational administration (directors of community education centers), one school-community administrator, and two community school directors.

An item was placed in a cluster if any of the five judges placed it in the particular cell on both the Function and Areas of Responsibility dimensions. For example, an item placed in the Advising/Budget and Finance cluster received one or more votes in the Function dimension of Advising and one or more votes in the Area of Responsibility dimension of Budget and Finance.

It is these clusters of competencies that we used to identify our modules. That is, as a function of this clustering process, we anticipated the development of a minimum of 35 instructional modules to train community council members. As it turned out, however, 16 cells in our Function/Areas of Responsibility matrix did not have any competencies assigned to them. Figure 1 gives the results of the clustering process. Because 16 of the cells did not have any competencies assigned to them, our module development activities concentrated initially on the 19 cells in the matrix which did have competencies assigned. Inspection of Figure 1 also indicated that 24 competency statements (69%) were encompassed in only seven matrix cells (20%). It would appear that these training dimensions must be considered of disproportionately high priority in designing the training program, i.e. training/school-community relations, problem solving/school-community relations, evaluating/school-community relations, communicating/school-community relations, communicating/political actions, training/political actions, communicating/budget and finance. Of course, each of the numbers listed in the various cells in Figure 1 refers to one of the competency numbers.

FIGURE 1

AREAS OF RESPONSIBILITY

FUNCTIONS	Budget and Finance	Building Plant Utilization	Curriculum	Personnel	Political Actions	School Community Relations	Student Activities
Advising			17	28			23
Communicating	29, 30		19	13	12, 24	25, 6	
Problem Solving	35		20	27		15, 21, 22, 26, 34	
Evaluating	11		18			8, 14, 16	32
Training			10		4, 9	1, 2, 3, 5, 7, 31, 33	

Behavioral Objectives

Each competency statement was analyzed into a series of behaviorally-stated objectives. These objectives were then used as the basis for designing the instructional activities constituting a module (see Table III).

One unforeseen by-product of the specification process was the discovery that despite the derived independence of the 35 competency statements, once their training intent had been analyzed to the behavioral objective level, some degree of overlap and redundancy became apparent. Where this potential duplication of training was detected, modules were reorganized and/or integrated. The result of this procedure was the final group of five reasonably independent comprehensive modules which are currently in various stages of development. The five module topics for which we are developing training packages are:

1. . . . PROBLEM SOLVING/SCHOOL-COMMUNITY RELATIONS
   PROBLEM SOLVING/CURRICULUM

2. . . . COMMUNICATING/SCHOOL-COMMUNITY RELATIONS
   COMMUNICATING/POLITICAL ACTIONS

3. . . . EVALUATING/SCHOOL-COMMUNITY RELATIONS
   EVALUATING/CURRICULUM

4. . . . PARLIAMENTARY PROCEDURES

5. . . . PLANNING SCHOOL-COMMUNITY RELATIONS WORKSHOPS

Each module is organized around one or more competency statements accompanied by two or more behaviorally-stated objectives. A variable number of enabling activities are specified for every objective along with evaluation criteria for assessment of trainee performance.

TABLE III

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
ADVISING	17. Serving as an advisor to administrators regarding curriculum needs and changes	a. The council member will be able to function in an advising role to administrators advising on curriculum needs and changes. b. He/she will list and describe community priorities.
	28. Participating in the selection of administrators and school service assistants consistent with contractual agreements.	a. Given five selection criteria and having generated five additional selection criteria, the council member will use the ten criteria to evaluate one employment file. b. Given five interview questions and having generated five additional interview questions, the council member will rank the ten questions for the selection of the candidate.
	23. Solving specific problems such as student safety and fighting	a. Using a brainstorming technique to generate problems, the council member will identify one crucial student problem. b. Given a crucial student problem, the council member will be able to apply a seven-step problem-solving technique.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	29. Communicating effectively the need for funding of council related projects	a. Given information on funding sources, the council member will apply to two sources for funding.
	30. Interpreting information about federal and state funded projects	a. Given the guidelines for Title I and for Article III and given synonymous statements to parts of the guidelines, the council member will match the part of the guidelines with the synonymous statement.
	19. Supporting school programs	a. Given attendance of school system workshops, a discussion on community experiences, and a list of six programs, the council member will be able to select two programs related to his/her community experiences and to information acquired at the attended workshops. b. Given two selected programs, the council member will generate three alternative ways to support each program.
	13. Helping parents and community people communicate and work with the school staff	a. The council member will be able to list and describe five activities which encourage parents' and community members' attendance at council meetings.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	12. Assisting the council in improving its relationship with the region staff, region board and central board of education	a. The council member will describe three persuasion techniques that encourage members to attend council meetings, region board meetings, central board meetings, so that members in addition to their own group meeting will attend the meetings of the other two groups.
	24. Communicating with state department personnel (legislators, state board) regarding the local school program (e.g., decentralization)	a. Given a problem and four communication procedures (telephone, letter, petition, face-to-face contact), the council member will select a feasible communication procedure to contact state department personnel. b. Given a problem and five examples of letter forms, the council member will select a letter form and modify it to reflect concerns relating to the problem. c. Given a problem and a format of a telephone conversation, the council member will be able to adapt the format and list three major concerns in a simulated telephone conversation. d. (1) Given a problem, the council member will be able to design a petition which: (a) states the problem (b) provides space for signatures and addresses of addressees. (2) He/she will request five council members to complete the petition. e. Given a problem, the council member will participate in a triad procedure to communicate the problem and to verify the accuracy of the communication.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	25. Understanding and using rumor control techniques	a. Given a rumor, the group will use a brainstorming technique to generate ten methods of gathering information pertaining to the rumor. b. Given ten methods of gathering information on a rumor, the group will prioritize the ten methods using feasibility as a ranking criteria.
	6. Making oral reports of council and committee actions	a. Given an attended council meeting, the council member will be able to describe council actions in a five-minute report which he/she delivers publicly at a simulated council meeting.
PROBLEM SOLVING	35. Conducting fund raising activities	a. Given a list of regional and school policies and a simulated fund-raising project, the council member will be able to discern whether activities in the project are not in violation of regional and school policies.
	20. Developing a plan of action to evaluate school programs	a. Given a list of 15 criteria to evaluate a school program, the council member will use ten criteria to rate the effectiveness of the school program.
	27. Developing a plan of action to evaluate the performance of principals and teachers	a. Given a list of ten criteria to evaluate the performance of principals and paraprofessionals and a simulated situation, the council member will be able to evaluate the performance of principals and paraprofessionals in that situation using at least five of the listed criteria.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
PROBLEM SOLVING	15. Developing procedures and strategies for increasing community interest and participation in council activities	a. Given a list of activities that increase community participation, the council member will be able to design an activity process stating the purpose, procedures and resources to be utilized in the activity.
	21. Identifying problems, selecting the best possible solutions and evaluating the results	a. Given a simulated problem situation, the council member will be able to identify the problem, to generate at least three solutions and two criteria for evaluating the suggested solutions.
	22. Identifying and concentrating on issues and policies rather than personalities	a. Given a group discussion on a controversial issue, the council member will upon observation of group discussion differentiate between council members discussing issues/policies and council members discussing personalities.
	26. Electing representatives to planning group and then going through the planning process	a. Given a discussion of five election procedures and a simulated council election, the council member will apply one of the election procedures in the council election. b. Given a discussion of five-step planning procedure, the council member will be able to apply the procedure in a simulated situation to achieve a council plan.
	34. Obtaining and assessing information for accuracy and completeness	a. Given a survey instrument, the council member will conduct a survey, distribute a questionnaire, tabulate the data, and draw three conclusions from the data.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
EVALUATING	11. Analyzing critically the school's philosophy, operations, and sources of funding	a. The council member will generate ten qualities of a good school and estimate the presence of these qualities in an existing school.
	8. Using decision-making and problem-solving techniques for improving council effectiveness	a. The council member will be able to list in sequence the seven steps of a problem-solving technique. b. He/she will be able to generate three problem situations and apply the seven-step problem-solving technique to two of these.
	14. Identifying school policies which should be changed to allow greater parent participation in school decision making.	a. Given a list of written policies regarding parent participation, the council member will be able to compare the written policy statement to existing practice within the school and region.
	16. Evaluating the effectiveness of council interaction with local school and region staff	a. With the assistance of school staff, the council member will be able to generate ten criteria to evaluate the interactions of the council, local school, and region staff.
	32. Securing community understanding and involvement in determining and prioritizing student needs	a. In a school-community project, the council member having received data on student needs will utilize newsletters, telephone chains, workshops to inform the community about the student needs. b. Given newsletter, telephone chain, and workshop data on student needs, the council member will compile the data on community reaction to student needs.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
EVALUATING	18. Evaluating and selecting instructional materials	a. Given a list of ten criteria to evaluate instructional materials, the council member will be able to evaluate an instructional product using at least five of the above criteria.
TRAINING	10. Understanding the grade structure and organization of a school	a. The council member will be able to reproduce the grade organization of elementary, middle and high school. b. Given a list of job responsibilities and a list of school staff, the council member will be able to match the staff member with the appropriate job responsibility.
	4. Assisting council members in working together and helping them understand that in unity there is strength	a. The council member will be able to recall and describe two team building activities that help the group to work together towards goal attainment. b. He/she will apply activities such as adhering to council decisions, developing good relationships with the group, making community members feel important in a simulated council meeting.
	9. Explaining the structure of the region (job responsibilities, lines of authority, power structure, lines of communication)	a. Given a list of job descriptions and a list of job responsibilities in the region, the council member will be able to match the job with the appropriate responsibility. b. Given a list of authority levels, the council member will be able to rank the authority levels in hierarchial order.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
TRAINING	1. Understands the region's council philosophy, structure and processes (e.g., What is community council? Purpose, responsibilities and powers of councils? Appeal procedures, etc.)	a. Given a list of 30 objectives, the council member will select the 11 objectives that are functions of the council.
	2. Developing and using criteria for selecting council chairpersons	a. The council member will identify and describe desirable qualities of an effective chairperson and he/she will use these qualities to select a chairperson.
	3. Functioning as a chairperson	a. The council member will be able to function as a chairperson of a group in a simulated council meeting. b. The council member will be able to conduct a simulated orderly council meeting during which he/she uses parliamentary procedures, delegates responsibility, and involves a majority of members in council discussions.
	5. Assessing his own commitment, knowledge and skills as a community council member (i.e., self-appraisal)	a. Given a self-assessment instrument measuring strengths and weaknesses, the council member will be able to interpret the scores. b. Given a list of activities, he/she will select those that improve his competency as a council member and apply those activities in the council workshop.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
TRAINING	7. Conducting and participating in council meetings	a. The council member will participate in a council meeting during which he/she demonstrates his/her ability: to listen to others--assimilating their information; to express opinions; and to adhere to parliamentary procedures.
	31. Identifying and using community leadership	a. The council member will identify one opinion leader in the community. b. He/she will contact the opinion leader and obtain names of other opinion leaders from the contacted leader. c. Given a school-community problem and a list of techniques to involve opinion leaders, the council member will select the most practical technique for his/her community person.
	33. Assessing council organizational patterns and functions of Region One and other regions to identify areas needing revision	a. Given a discussion of council structures, the council member will identify four ways of structuring councils.

CHAPTER 8

T.A.C.D. PROJECTS:

SUMMARY OF FINDINGS FROM PROJECT QUESTIONNAIRE

The Community Education Program awarded a total of six Technical Assessment Curriculum Development (TACD) grants to Institutions of Higher Education (IHE's). During fiscal years 1976, 1977, and 1978, the total amount of funds awarded was $190,000. The grants ranged from a low of $17,721 to a high of $36,464. Only one institution of higher education was funded for two consecutive years (i.e., a total of five different IHE's were involved over a three-year period).

In addition to federal funds, four of the five IHE's received personnel or material support from foundations or organizations other than their own university. This support included staff, facilities, supplies, and equipment.

The following review of approaches to competency development and description of research and development methodologies is made so that judgments can be made about the validity and usefulness of the lists of competency statements, processes, and methodologies. The study now turns to conclusions and considerations for the future.

PROJECT DESCRIPTIONS

Each of the five funded institutions had established a record in community education, and in each the grants were made to identify essential competencies or develop curriculum materials for implementation in university training programs. For example, at Arizona State University the 1976-77 project dealt with the identification of competencies for the superintendent, coordinator, principal, and building director.

The project also employed the ideal side of the Quadrant Assessment Model (QAM) to obtain and validate the ideal profiles for the four roles. The second project at Arizona State University (1977-78) dealt with the testing of the full QAM (ideal and actual) and procedures for performance evaluation. The thrust of the University of Connecticut project was to ascertain citizens' perceptions of the competencies needed by leaders in urban and rural communities. The projects at the University of Florida and Wayne State University were to identify essential competencies for rural community educators and community council members respectively and provide training derived from and linked to specified competencies. In the case of Syracuse University, the focus of the project was to design instructional materials and activities for pre-service and in-service training programs for community educators. Although the specific goals of the six projects were quite different, there were areas of common focus (i.e., identification of competencies and development of curriculum materials).

All six projects reported they received advice or guidance from an advisory council. Only two of the councils were "project specific" (i.e., working only with the federally funded project). Four councils had been in existence for more than six years. Each council had approximately 14 members. The advisory council contributed in the following areas:

1. Assistance in the selection of competency assessment team

2. Review and critique of drafts of competencies and questionnaires

3. Help in facilitating good relations with public school personnel

4. Needed assessment for the federal community education project

A substantial proportion of the project staff time (65%) was devoted to identifying competencies and developing instructional materials. The second largest block of time was devoted to workshops and individual consultations related to generating competencies. Three of the projects (i.e., University of Florida, Syracuse University, and Wayne State University) offered training and assistance to community educators and community council members.

PROJECT RESULTS: PROJECT DIRECTORS' ASSESSMENT

The project directors of all five Institutions of Higher Education reported that changes for the better had occurred in various areas as a result of their projects. More specifically, five of the six projects indicated that they had accomplished all of the objectives in their federally funded grant. The directors also reported that attitudes at their respective institutions had improved, and that they were working more closely with officials from local and state agencies. The project directors, responding to an open-ended question seeking their assessment of the major impacts of their project, mentioned the following as indicators of success:

* Development of cooperative interdisciplinary graduate curriculum with the Cooperative Extension Department

* Development of a more cooperative relationship with state department personnel in the use of materials during workshops, conferences, and technical assistance ventures

* Improved understanding of ways to approach community education training for coordinators in rural settings

* More sharing of instructional materials with other agencies (e.g., health, medicine, recreation, etc.) who work in rural areas

* Substantial changes in training program content reflecting the results from the federally funded project

* Provided a "nagging" impetus for curriculum changes

* Change in the attitudes of superintendents and principals toward community education and higher education institutions in particular

* Heightened awareness of College of Education regarding community education

* Increased planning and development by Colleges of Education in New York State regarding community education

* Influenced state education department to include a higher education component in its long range plan for community education

* Substantial empirical data for improving pre-service training programs in community education for superintendents, coordinators, principals, and building directors

In summary, the perceptions of the project directors indicated that the Technical Assessment Curriculum Development projects were effective and judged to have been of benefit to community education practitioners in the field. In addition, the projects appeared to have had a positive influence at the institutional and at the individual levels.

CONTRIBUTIONS TO COMPETENCY DEVELOPMENT

Essentially, two approaches to competency specification were used. One was a behavioral approach in which an exhaustive listing was developed with each separate task stated in behavioral terms. A second approach, and the one followed by four of the five IHE's, was to treat competencies as "molar" in character and as representative of the "critical" areas of performance. Byrne (1972) writes that competence "is the composite of basic capacities necessary for successful function in a professional role . . . . It includes the capacity of merging individual capabilities into patterns of intelligent problem resolution and decision making." Krathwohl (1976) writes that following the behaviorist approach "will likely produce a mass of fragmented unrelated objectives . . ." Because of these concerns, the TACD projects based their definition of competence and criteria for developing competency statements on the broader view of competence as a molar entity, the clusters of attributes needed to perform adequately in a professional role.

Based upon the background of experiences described in chapters two through seven, institutions of higher education established that clarification of roles and functions for superintendents, principals, district coordinators, building directors, urban leaders, rural leaders, and community council members* was essential to the success of community education

*Hereafter referred to as Leaders.

programs. Using the above methods, the TACD projects identified:

1. What competencies were required by each role.
2. Adequacy of performance expected for each role (Arizona State University only).
3. The actual levels of performance of those serving in the role (Arizona State University only).
4. Instructional materials and activities derived from and linked to specified competencies (University of Florida, Syracuse University, Wayne State University).

The resulting lists of competency statements for these leaders are not exhaustive; the lists, however, include those competencies judged to be critical to the respective roles. Using these competencies, in conjunction with the Quadrant Assessment Model (QAM) (see Chapters 3 and 4 for an explanation of the QAM), educators can rapidly and inexpensively rate and order statements of competency for program planning or assessment. More specifically, the competency statements can be used as performance criteria in self evaluation and in the assessment of results. Second, the competency statements could be the basis of public school and university in-service staff development. Third, the competency statements can be useful as a means of identifying role conflict and situation specific conditions which are particularly troublesome in personnel evaluation. Finally, the competency statements can serve as curriculum guidelines in the development of training materials for use in leadership training workshops or university graduate courses.

CONSISTENCY OF FINDINGS

Although the lists of competencies were developed in a variety of geographical settings (i.e., Arizona, Connecticut, Florida, New York, Michigan) and employed different research methodologies (i.e., delphi, survey, case study), a remarkable consistency in the data was found. That is, TACD projects in Florida, Connecticut, and Michigan organized their respective competencies into five or more major Teaching/Learning categories. Table 1 presents the five major teaching/learning categories for the above projects ranked according to their perceived importance. The findings indicated that similar leadership competencies (i.e., communicating, problem solving, evaluating) were perceived to be important for implementing community education in a variety of settings. The findings in Table 1 also suggested that human and conceptual competencies were the most essential skills for a community educator. In contrast to these findings, data reported by institutions of higher education and state departments of education (e.g., Florida, Michigan) indicated that technical and conceptual leadership competencies were the most emphasized in IHE's training programs. The data also indicated that although leadership processes may differ in urban and rural communities, the competencies needed by community educators are not significantly different.

TABLE 1

COMPETENCY CATEGORIES

FLORIDA		CONNECTICUT		MICHIGAN	
Rank	Category	Rank	Category	Rank	Category
2	Community Organization Group Leadership	2	Demeanor	3	Training
4	Administering Community Education	3	Supervisory and Budgeting	3	Training
3	Problem Solving	1	Problem Solving	1	Problem Solving
1	Communicating	6	Communicating	2	Communicating
5	Evaluation - Needs Assessment	4	Needs Assess-ment	4	Evaluating

CONTRIBUTIONS TO RESEARCH AND DEVELOPMENT

The TACD projects linked theory with practice. In such research and development efforts, unlike "pure" research, the participants are an integral part of the study. A major premise of R & D is that a given set of concepts (e.g., list of competencies) can be applied to a significant problem(s) of the field in ways that are meaningful and acceptable to practitioners and at the same time have validity and integrity in terms of legitimate investigation and knowledge building.

In the TACD projects, more than 300 community educators, professors, state department personnel, and community council members were involved in a series of R & D efforts. In each phase of the projects described in chapters two through seven, evaluations of the preceding phase were reviewed and information shared, and orientation to the next phase held. In this way every participant was able to determine everything that was known to that point and to become thoroughly familiar with the projected activities and outcomes of the next phase. Participants repeatedly expressed, in project evaluations, the importance they attached to the discussions and to the resulting descriptions. They felt the amount of role clarification which took place, although not measurable, was significant.

The research and development procedure carried out at the TACD projects represents a model for which research might be undertaken in competency development, performance assessment, program planning, needs assessment, etc. Competencies identified this way can lead to research and development efforts required to design training programs and to prepare and test training materials.

CONCLUSIONS AND RECOMMENDATIONS

One of the major accomplishments of the TACD projects was the identification and clarification of a procedure for competency development. A fusion of methodologies from each project resulted in a competency-based approach to community education administration. That approach consisted of the following sequence of steps involving the role incumbent and those associated with that role:

1. Task areas were identified, and statements descriptive of principal competencies were written.
2. Indicator/performance objectives for each competency were specified.
3. Competency statements were verified in the field.
4. Those occupying the role responded to each competency statement described in the ideal so that a generalized "ideal" profile for each role was produced.
5. Each role incumbent did a self assessment of his/her own performance and compared it to the ideal.

In addition to the function outlined, the five-step procedure could be modified and used as a method for assessment of performance on the job. Using steps four and five above, the assessment process begins with rating by the

incumbent and others (e.g., superior, peers, etc.). Comparisons between groups and the role incumbent provide information about perceptions of performance.

Another conclusion that can be posited is that the TACD projects extended and broadened the body of knowledge regarding critical competencies needed by school administrators. The early work by Graff and Street (1956), Katz (1955) and McCleary (1972) remained undeveloped until the TACD projects funded by the Community Education Act. The systematic set of role descriptions for the selected Leaders represent a significant expansion of knowledge in the field of competency development.

The lists of competencies are important; but no one knows how long such a set of descriptions will remain valid, nor even how generalizable they may be to other settings. They are a first approximation and only that. Subjected to controlled testing, they may become the basis of systematic research. For practical use, they can become a reference: 1) for school systems attempting to achieve more specific role definition; 2) for institutions of higher education pre-service training; and 3) for state departments of education in examining criteria for licensing.

In summary, the lists of competencies should be treated neither as permanent nor absolute. As an exemplar and as a first approximation, they can serve valuable purposes. The current need is for others to replicate and to up-date the competencies and to test usefulness from one setting to another.

CONSIDERATIONS FOR THE FUTURE

The results of much of the TACD projects' work described in chapters two through seven are in products which are often not in statistical form; and, further, some results are contributions to knowledge about a process, such as the competency based approach and performance evaluation which has not yet been adequately treated in the literature. As an R & D effort, the TACD projects have contributed to experimental research through the production of products (i.e., competencies, Quadrant Assessment Model) capable of being tested in controlled research designs.

R & D efforts, however, are time consuming and require commitments from institutions, agencies and individuals for a number of years for projects to be fruitful in terms of additional development and further research. That is, competencies once identified should lead to research and development required to design training programs, to preparation and testing of materials for training, to design and to testing of techniques for conflict resolution and role clarification.

Currently, the TACD projects have developed lists of competencies for seven roles; yet, quality instructional materials about these roles are lacking. Time, inadequate financial resources, and the lack of staff has hampered the development and testing of training materials derived from and linked to specified competencies. The non-refunded TACD projects illustrate this problem. That is, the quality of activities and

services offered by the institutions of higher education improved, but the activities and services were reduced, due in part to lack of funds and staff. Logically, the Arizona State University project needed four years to:

1. Identify tasks, competencies, and verify competencies (year 1).
2. Field test ideal and actual competency profiles (year 2).
3. Design training program, prepare instructional materials and activities, and field test materials (year 3).
4. Disseminate training model(s) and materials.

In every TACD project, a multi-year funding (minimum of three years) would have enhanced the results.

The point of view held forcefully by all TACD project directors was that the success of TACD efforts is dependent on individual, institutional, and government agencies long term (3-5 years) commitment to research and development. In responding to the question regarding the future directions for the TACD efforts, project directors indicated that additional R & D work is needed to:

1. Validate previously identified competencies by testing competencies in a variety of geographical settings (e.g., Northeast, Southwest sections of the U. S., etc.) and community types (e.g., urban, suburban, rural, small town, etc.).

2. Prepare and test curriculum materials derived from and linked to specified competencies. Curriculum materials should be appropriate for training at the district level, in institutions of higher education and/or self-instructional.
3. Develop and test curriculum materials for specific areas, i.e.,
   a. integrating community education into the K-12 curriculum
   b. interagency cooperation, collaboration, and coordination
   c. involving citizens effectively in the education process (e.g., decision-making, establishing policies, evaluating staff efforts).
4. Identify, modify, and test curriculum materials from other agencies with similar focus (e.g., Teacher Corps, Community Development and Recreation Agencies).
5. Determine what effect competency training has on the behavior of community education administrators.
6. Conduct follow-up studies on participants who were trained to use the Quadrant Assessment Model (QAM) to determine the extent to which participants utilized the identified competencies in their work. Particular importance is research that examines the extent to which organizational patterns and processes facilitate or inhibit community education leaders in utilizing acquired competencies.

7. Develop instructional strategies and materials that will help community education leaders acquire essential human and conceptual competencies. Performance based instruction in the human and conceptual skills is at the rudimentary level as compared with the technical area.
8. Develop a variety of affective measurement procedures for identifying prospective participants in higher education training programs who are relatively high in human and conceptual skills. Research (Katz, 1974) indicates that leadership training programs will be more successful if they screen applicants and enroll only those already having a relatively high degree of human and conceptual skills, and provide opportunities to apply those skills to a variety of situations.
9. Create a three-year Master plan to eliminate the continuation of fragmented developmental projects. This plan should provide for the integration of projects over several years so that there is a direct relationship between previously funded projects and current projects.

These suggestions indicate that competency development is in its infancy. Although community education literature is replete with articles pertaining to training, quality curriculum materials related to the identified competencies

have not been developed. Finally, if substantive results are expected from past and future TACD projects, the Community Education staff should consider funding technical assessment curriculum development projects for more than one year. The validation of the total competency program is a continuing long-term need.

APPENDIX A

T.A.C.D. PROJECT QUESTIONNAIRE/INTERVIEW SCHEDULE

SAMPLE

T.A.C.D. PROJECT QUESTIONNAIRE

Background/Purpose

This questionnaire is part of a study of programs funded by the U.S. Office of Community Education. The information you provide will help the U.S. Office of Education plan for community education needs and will be of benefit to project directors and other practitioners. Copies of the report will be available when it is completed.

In preparing the questionnaire, we have attempted to phrase items which will apply across all projects, and we know that some of the questions do not reflect your primary goals or activities. Our asking the question does not imply that we or the U.S. Office of Education believes you should have been working in these areas or toward these ends; we simply are asking some questions of everyone in order to document the range of different activities.

Although you are not required to respond to this questionnaire, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual.

Instructions

Please read the individual instructions and answer each question as best you can. Also, write any comments which will help us understand your particular situation. We estimate the questionnaire will require one to two hours to complete. Please enter the following information:

RESPONDING INSTITUTION: _____

TITLE OF RESPONDENT: _____

LOCATION: _____
(CITY) (STATE)

DATE COMPLETED: _____

PROJECT DESCRIPTION AND ASSESSMENT

BACKGROUND

1. How long have you been employed by the project's sponsoring institution (i.e., college/university)? _____ months

2. How long have you been the director of the federally-supported Community Education Project? _____ months

3. Administratively, where is the project located within your institution/agency? More specifically:

   a. Is the project part of a larger Community Education Program/division?

   ☐ No ☐ Yes

   b. What is the name of the division/school/department in which the project is located?

   _____

   _____

4. Did your institution operate a Community Education Program (e.g., office or center) before you received the initial federal project grant?

   a. ☐ No ☐ Yes

   b. If yes,

   When did it begin? _____19___.

   c. Please check (✓) how it differed from the current program in terms of:

Program Components	Less now (1)	Same now as before (2)	More now (3)
Number of faculty/staff			
Number of persons served			

5. Does the federal project receive advice/guidance from an advisory council?

a. ☐ No ☐ Yes

If yes,

b. Is the council specifically for the federal project, or for other programs/activities as well?

☐ Project specific ☐ Project inclusive

c. How many members are on the council? _____

d. Does it include representatives of the following:

	No (1)	Yes (2)
• Community Education Project Staff	☐	☐
• Other staff from your institution	☐	☐
• State legislators	☐	☐
• Local school district personnel	☐	☐
• Other(s) (specify): 1) _____	☐	☐
2) _____	☐	☐

e. When was the council formed? _____
(month) (year)

f. Can you think of any significant contributions they have made which have affected the direction or operation of the project in the past 12 months?

☐ No ☐ Yes

If yes, please give examples:

_____

_____

_____

_____

g. In the past year, has the project provided training to the council?

☐ No ☐ Yes

6. What are the major objectives of your Community Education Project?
(Check all that apply and place a "1" beside the most important objective.)

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

k. Other _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. How has the time devoted by project staff been spent since July, 1976?

a.	Conferences	_____%
b.	Workshops/Seminars	_____%
c.	Consultations	_____%
d.	Other project activities (i.e., not Training and Technical Assistance)	_____%

8. Have local school district been provided Community Education (CE) training or technical assistance through the federal project?

a. ☐ No ☐ Yes

b. Now many have received training or technical assistance since July 1976?

c. Has training or technical assistance been provided in the following:

		No (1)	Yes (2)
1.	C.E. project administration (leadership training)	☐	☐
2.	C.E. project planning	☐	☐
3.	Competency development	☐	☐
4.	Development and/or acquisition of C.E. materials	☐	☐
5.	Citizen or community involvement in C.E.	☐	☐
6.	Coordination of interagency resources	☐	☐
7.	Curriculum development	☐	☐
8.	Applying for federal C.E. project funds	☐	☐
9.	Needs assessment techniques	☐	☐
10.	Community Education project evaulation techniques	☐	☐
11.	Other(s) (specify): 1) _____	☐	☐
	2) _____		

9. Please describe briefly all major project-related activities/ services and indicate number and type of clients (i.e., individuals, agencies, institutions) served.

10. What do you consider to be the major impacts of the Community Education Project? Please describe as specifically as possible the impacts, if any, to:

a. Institutions of Higher Education:

b. State Education Agencies:

c. Local Education Agencies:

d. Other Agencies/Departments:

11. Did the Community Education project result in any of the following? (Check all that apply.)

- ☐ An increased number of local school districts with Community Education programs? (How many? _____)
- ☐ An increased number of trained Community Education Personnel? (About how many? _____)
- ☐ Extended use of school facilities
- ☐ Additional enrichment activities for out of school youth and adults
- ☐ Policy changes in your agency/institution which are relevant to and supportive of Community Education
- ☐ Increased cooperation/coordination among public service agencies

12. If federal funding were terminated next year, to what extent do you think the Community Education program would continue to operate?

a. ☐ Program and its services/activities would <u>discontinue</u>.

b. ☐ Program would exist but operate at reduced levels in terms of a <u>decreased</u> service area or <u>decreased</u> services/activities.

With what funds? _____

c. ☐ Program would operate in the <u>same manner</u> and to the same degree.

With what funds? _____

d. ☐ Program would <u>expand</u> to include a larger service area or more services/activities.

With what funds? _____